

UNIVERSITÉ DU QUÉBEC À MONTRÉAL

PETTY TYRANNY AS A FORM OF DESTRUCTIVE LEADERSHIP: RESULTS
OF STUDIES BASED ON A FRENCH-CANADIAN MEASURE

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BY
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UNIVERSITÉ DU QUÉBEC À MONTRÉAL

LA PETITE TYRANNIE EN TANT QUE LEADERSHIP DESTRUCTEUR :
ÉTUDES FONDÉES SUR UNE MESURE FRANCO-CANADIENNE

THÈSE
PRÉSENTÉE
COMME EXIGENCE PARTIELLE DU
DOCTORAT EN PSYCHOLOGIE

PAR
GERLANDA CACCIATORE

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DEDICATION

I dedicate this dissertation to:

The loving memory of both my parents

Giuseppa Salvo-Cacciatore (1950-2013), because you taught me that praying and singing with our children are powerful tools for living and healing. Thank you for sharing with me your deep compassion for humankind.

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ABSTRACT

In contrast to the extensive literature on constructive leader behaviors (for ex., Transformational Leadership), much less research and theory development have addressed negative or destructive leadership (DL) behaviors. The study of DL in Quebec organizations has particularly been limited, given the lack of a validated French-Canadian instrument to measure the phenomenon. Destructive forms of leadership, such as Petty Tyranny and Abusive Supervision, have been systematically linked to aspects of psychological distress among workers. In this dissertation, recent integrative definitions of DL are reviewed and a few central characteristics of the phenomenon are proposed. Next, using a sample of 184 working students and Confirmatory Factor Analyses (CFA), two French-Canadian versions (a six-factor version and a more parsimonious three-factor version) of a destructive leadership instrument were validated, the Petty Tyranny Scale (Ashforth, 1987; 1994; 1997), translated *Échelle de la petite tyrannie* (which were labeled the EPT-28 and the EPT-12, respectively). The three-factor EPT-12 was created from the longer six-factor EPT-28. Results revealed that, after removing items with high measurement error terms, the hypothesized six-factor structure fit the data well (EPT-28). Further, respective correlations with a measure of Abusive Supervision - a construct that is conceptually similar to Petty Tyranny - and with Transformational Leadership (negative sign) - a constructive leadership style - supported the convergent validity of the scale. Finally, the correlation of the EPT-28 and a measure of psychological distress at work supported the concurrent validity of the instrument. Consistent with scale reduction best practices, the EPT-12 was then cross-validated using a different sample. The final cross-validation sample was composed of 338 workers from various business sectors. Results revealed that the EPT-12 (second sample) featured improved model fit compared to the fit indices of the EPT-28 (first sample). Convergent and concurrent validities of the EPT-12 were also verified and supported in this second sample.

Finally, in Study 2, drawing on both Perceived Organizational Support (POS) and Conservation of Resources Theories (CRT), it was hypothesized that the relationship between Petty Tyranny and psychological distress is mediated by supportive organizational climate (negative sign). Study 2 participants were Quebec working nurses and the data were collected at two different time periods separated by six months (time-lagged design). The final sample was composed of 344 pairings. Using bootstrapping procedures (Preacher & Hayes, 2004), it was revealed that supportive climate attenuates the relationship between managers' Petty Tyranny and followers'

psychological distress, signifying that supportive climate perceptions mediate the relationship between Petty Tyranny and followers' psychological distress at work. Implications, limitations and future research directions are discussed for both studies.

KEY WORDS: Petty Tyranny, Destructive Leadership, Abusive Supervision, Confirmatory Factor Analysis, Mediation Analyses

LA PETITE TYRANNIE EN TANT QUE LEADERSHIP DESTRUCTEUR : ÉTUDES FONDÉES SUR UNE MESURE FRANCO-CANADIENNE

RÉSUMÉ

En comparaison à la documentation abondante sur les comportements de leadership constructifs (p.ex : leadership transformationnel), les comportements de leadership destructeurs (LD) ou négatifs ont fait l'objet de peu d'études et de développements théoriques limités. Il est à noter que l'étude des comportements de LD dans les organisations québécoises a été freinée en raison de l'absence d'un instrument franco-canadien validé pour mesurer ce phénomène. Des formes destructrices de leadership, telles que la « Petite Tyrannie » et la « Supervision Abusive », ont pourtant été associées à des manifestations de détresse psychologique chez les travailleurs. Dans cette thèse, nous débutons par une recension des définitions intégratives du LD afin de dégager des caractéristiques clé du phénomène. Ensuite, notre premier objectif est de procéder à la validation d'un instrument franco-canadien mesurant le LD, soit « l'échelle de la Petite Tyrannie » (EPT; Ashforth, 1987; 1994; 1997). En utilisant un échantillon de 184 étudiants-travailleurs, deux versions de cet instrument ont été validées par le biais d'analyses factorielles confirmatoires, soit une version à 6 facteurs (appelée ci-après EPT-28) et une version plus parcimonieuse à 3 facteurs (appelée ci-après EPT-12). La version à trois facteurs EPT-12 a été créée à partir de la version plus longue à six facteurs EPT-28. Les résultats ont révélé, une fois supprimés les énoncés ayant des erreurs de mesure élevées, que la structure anticipée à six facteurs (EPT-28) s'ajuste de façon satisfaisante aux données. La validité convergente de cette version a été établie par des analyses corrélationnelles indiquant que l'EPT-28 est corrélée positivement avec une mesure de Supervision Abusive (un concept similaire au concept de Petite Tyrannie) et est corrélée négativement avec une mesure de Leadership Transformationnel. Enfin, la validité critériée concomitante a été documentée par la corroboration d'une corrélation négative entre l'EPT-28 et la détresse psychologique au travail. Conformément aux meilleures pratiques et recommandations pour la réduction d'échelles de mesure, l'échelle EPT-12 a été revalidée en utilisant un nouvel échantillon indépendant. Le deuxième échantillon utilisé pour effectuer cette validation croisée des résultats (cross-validation) est composé de 338 travailleurs provenant de divers milieux organisationnels. Attestent de la validité de la version courte de l'échelle, les résultats d'analyses factorielles confirmatoires indiquent que les indices d'ajustement aux

données de l'EPT-12 (deuxième échantillon) sont meilleurs que ceux obtenus pour l'EPT-28 (premier échantillon). La validité convergente et la validité critériée concomitante ont été vérifiées pour l'EPT-12 et ont obtenus des soutiens empiriques à partir du second échantillon.

Puis, le second objectif de la thèse est d'étudier comment le leadership destructeur est lié au climat de travail et à la détresse psychologiques des travailleurs. En s'appuyant sur les théories du Soutien Organisationnel Perçu (SOP) et de la Conservation des Ressources (TCR), nous formulons l'hypothèse que la relation entre la « Petite Tyrannie » et la détresse psychologique est médiée (négativement) par le climat organisationnel de soutien. L'échantillon utilisé pour vérifier cette hypothèse est constitué d'infirmiers et infirmières québécois, qui ont répondu à des questionnaires à deux temps de mesure séparés d'un intervalle de six mois. L'échantillon final est constitué de 344 participants ayant répondu aux deux temps de mesure. En recourant à une procédure de ré-échantillonnage (Preacher et Hayes, 2004), le modèle de médiation anticipé a été vérifié. Les résultats montrent que la « Petite Tyrannie » du supérieur est liée négativement à la perception d'un climat de soutien, qui elle-même est liée négativement à la détresse psychologique des employés. L'effet indirect liant la Petite Tyrannie à la détresse psychologique par l'entremise du climat de travail est significatif au plan statistique, ce qui soutient le modèle de médiation anticipé. Les implications, ainsi que les limites et pistes de recherches découlant des études composant la thèse sont discutées.

MOTS CLÉS: petite tyrannie, leadership destructeur, supervision abusive, analyses factorielles confirmatoires, analyses de médiation

INTRODUCTION

The selection and development of good supervisors is a constant preoccupation for today's organizations. The growing body of literature on destructive supervisor behavior has shown the clear link between such negative leader behaviors and aspects employees' psychological distress. Up until presently, the study of destructive leadership (DL) in Quebec organizations has been limited, given the lack of a validated French-Canadian instrument to measure the phenomenon. Meanwhile, aspects of psychological distress at work, particularly in the nursing profession, are a growing preoccupation for Canadian organizations. With psychological distress on the rise in the workplace, it is important to study the role played by negative interpersonal workplace relationships, such as tense supervisor-follower interactions.

In this dissertation, recent integrative definitions of DL are reviewed and a few central characteristics of the phenomenon are proposed. Next, two French-Canadian versions (a long six-factor version and a more parsimonious three-factor version) of a destructive leadership instrument are validated, the Petty Tyranny Scale (Ashforth, 1987; 1994; 1997), translated *Échelle de la petite tyrannie* (labeled the EPT-28 and the EPT-12, respectively). Can the factor structure of the original instrument be reproduced in our translated version? Can the construct of Petty Tyranny in leaders be accurately measured with the shortened measure? What are some of the correlates of Petty Tyranny as measured with the EPT-28 and EPT-12?

The purpose of Study 1 is to answer these questions as:

- the original factor structure of Ashforth's original scale is replicated using Confirmatory Factor Analyses (CFA),
- the original instrument is reduced based on empirical and conceptual analyses of the dimensions,
- the convergent and concurrent validities of the EPT-28 and EPT-12 are verified by examining some of the correlates of Petty Tyranny, using bivariate correlations.

Does supportive organizational climate mediate the relationship between Petty Tyranny and increased psychological distress at work among nurses? The purpose of Study 2 is to answer this question by verifying how destructive leadership is related to subsequent nurses' psychological distress through the mediation of supportive climate. Using the bootstrap test approach, the possible indirect effect of supportive climate in the Petty Tyranny-psychological distress at work linkage is directly tested.

Finally, this dissertation ends with a discussion on the prevalence rates of Petty Tyranny found in the samples selected in comparison to the ones reported in past research, as well as practical and research implications of the results found in light of the literature.

CHAPTER I

PROBLEM

1.1 Introduction

Whether exercised at the upper or intermediate management level (i.e., *line* managers), leadership is a crucial component of organizational effectiveness (Bass, 2008; Hogan, 1994). More specifically, leadership has an impact on the performance of teams, of organizations and on subordinates' well-being (Hogan & Kaiser, 2005). As such, some leader behaviors have been linked to follower well-being¹, while others have been linked to psychological distress² (Schyns & Hansbrough, 2010). Further, leadership style has been suggested to be the primary driver for organizational climate (Litwin & Stringer, 1968). In fact, climate perceptions³ can be negative due to tense interpersonal relationships. For example, Goleman (2000) suggests that authoritarian and directive leadership styles act negatively toward the climate of an organization. Similarly, in a qualitative study conducted at the U.S. Army War College in 2003, it was proposed that destructive leadership (broadly defined by those authors as interpersonal behaviors by leaders that negatively impact

¹ Well-being at work is characterized by positive feelings and behaviors towards one's self (i.e., serenity), one's work (i.e., engagement), and one's work environment (i.e., harmony) (Gilbert et al., 2011).

² Psychological distress at work is characterized by negative feelings and behaviors towards one's self (i.e., anxiety/depression), towards one's work (i.e., disengagement), and one's work environment (i.e., irritability/aggressiveness) (Gilbert et al., 2011).

³ Climate broadly refers to employee perceptions regarding the manner with which they are treated and/or managed in their organizations (Jones & James, 1979; James & James, 1989).

followers) negatively affects organizational climate (Reed & Bullis, 2009). The association between leadership and climate is meaningful, because supportive climates⁴ have been linked with desirable outcomes at work, such as job satisfaction, organizational commitment (Mercer & Bilson, 1985) and psychological well-being (Nelson & Brunet, 2010). Inversely, negative climate perceptions have been linked to employee distress (Gilbert, Savoie, & Brunet, 2008).

1.2 Nurses' psychological distress

Aspects of psychological distress at work, particularly in the nursing profession, are a growing preoccupation for Canadian organizations. Based on results from the 2002 Canadian Community Health Survey, almost half a million Canadian workers (3.7% of the workforce in 2002) had experienced depression in the previous 12 months (Gilmour & Patten, 2007). With respect to Quebec workers, it has recently been reported that within the 2007-2008 period, approximately 18% presented high levels of psychological distress (Vézina, St-Arnaud, Stock, Lippel, & Funes, 2011). Further, according to the 2005 National Survey of the Work and Health of Nurses (N=18,676), the proportion of nurses who had experienced depression in the previous year was higher than in the employed population overall. In contrast to the higher incidence of depression in females than males in the employed population, female and male nurses were equally likely to have had depression. Close to 1 in 10 nurses (9% of both women and men) had experienced depression, compared with 7% of all employed women and 4% of all employed men, and depression had affected a higher percentage of Quebec nurses (11%) in comparison to other Canadian provinces (compared to 5% in Newfoundland and Labrador; 6% in Prince Edward Island; 7% in Yukon, Northwest Territories and Nunavut; 8% in Saskatchewan; 9% in Nova Scotia,

⁴ Supportive climate refers to employee perceptions that their organization considers them as important assets, recognizes their contribution, values job autonomy, and provides opportunities for development (Brunet & Savoie, 1999).

New Brunswick, Ontario, Manitoba and British Columbia, respectively and 10% in Alberta) . Nurses reporting high job strain or low supervisor support were about twice as likely to also report fair or poor mental health⁵. Further, fair or poor mental health was also strongly related to low autonomy, low control over practice and poor nurse-physician working relations. Specifically, nurses reporting these difficulties were twice as likely to be in fair or poor mental health in comparison with those who did not report such problems (Shields & Wilkins, 2006). More specifically with respect to work climate perceptions among Canadian nurses, in a study conducted in 1998 that included a sample of 17,450 Canadian nurses, fewer than half of those nurses perceived a supportive work climate (management's responsiveness to their concerns, being provided opportunities to participate in decision making, and acknowledgement of contributions to patient care) (Aiken et al., 2001). Taken together, these findings suggest that poor and tense interpersonal relationships at work (particularly with hierarchical others) combined with poor perceptions of the work environment are linked to elements of psychological distress at work.

1.3 Constructive and destructive leadership

With psychological distress on the rise in the workplace, it is important to study the role played by negative interpersonal workplace relationships, because these directly affect climate, which in turn is linked to a number of negative workplace attitudes and behaviors. Leader-follower interactions are examples of such interpersonal relationships at work. Over the years, different definitions and concepts of leadership have been offered (Bass, 2008), but most definitions relate to the belief that leadership involves “a process whereby intentional influence is exerted by one person

⁵ As explained in greater detail later, mental health is a broad, multi-dimensional construct consisting of the presence of positive indicators (i.e., happiness) and the absence or low negative indicators (i.e., depression). Different researchers use different indicators to measure mental health. In the Shields and Wilkins (2006) study, those authors mainly relied on negative indicators to measure mental health (questions about nurses' depression and specific psychotropic medication use).

over other people to guide, structure, and facilitate activities and relationships in a group and organization” (Yukl, 2006, p. 3).

Leader behaviors can be either good or bad. By far, Transformational Leadership is the most widely studied form of good or constructive leadership.

Transformational Leadership fits within a newer, more ethical class of leadership behaviors that promote employee well-being and mobilizing behaviors⁶. At the most general level, employees are mobilized when they are motivated to perform beyond their prescribed job descriptions. Mobilization is fostered when employees are led with purpose, values, and integrity, but also when power is shared (Avolio & Gardner, 2005; Doucet, Simard & Tremblay, 2007). Other leadership styles that fit within this class of leadership behaviors are: authentic leadership, servant leadership, and shared leadership. In Table 1.1, constructive leadership styles that fit within this newer paradigm are briefly defined and the manner in which they promote follower well-being and mobilized behaviors is explained. It is then demonstrated why Transformational Leadership is most fit to test some of this study’s hypotheses (specifically, the hypotheses related to the convergent validity of the destructive leadership model used in this dissertation).

⁶ Mobilization has been defined as collective employee actions (whether prescribed by the employment contract or not, whether paid or not) conducive to the well-being of others and the organization, and to the accomplishment of a collective task (Tremblay & Wils, 2005, p. 38).

Table 1.1

Leadership styles that fit within the newer ethical approach to leadership and that are associated with employee well-being and mobilized behavior

Leadership styles associated with newer ethical class of leadership approaches	Definition	Linkage with employee well-being and mobilized behavior
Authentic leadership	A pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008).	Through increased self-awareness, self-regulation, and positive modeling, authentic leaders foster the development of authenticity in followers. In turn, followers' authenticity contributes to their well-being and the attainment of genuine and sustainable performance (Avolio & Gardner, 2005).
Servant leadership	A pattern of leader behavior that focuses on the followers, whereby the followers are the primary concern and the organizational concerns are peripheral (Stone, Russell, & Patterson, 2004).	By placing the interests of followers before self-interest of the leader and emphasizing personal development and empowerment of followers (Smith, Montagno, & Kuzmenko, 2004).
Shared leadership	A group process in which leadership is distributed among, and stems from, team members (Pearce & Sims, 2002).	By collaborative decision-making and shared responsibility for outcomes, team members share their distinct knowledge and it is through this knowledge

Leadership styles associated with newer ethical class of leadership approaches	Definition	Linkage with employee well-being and mobilized behavior
Transformational leadership	A process whereby a leader inspires followers to share a vision, inspiring them to achieve the vision, and provides the resources necessary for developing their personal potential (Bass & Avolio, 1994).	sharing that team members access and build on each other's resources (Hoch, 2013). By transforming followers through a positive vision, an intellectually stimulating idea, and by empowering followers by providing them with a clear sense of purpose (Avolio & Gardner, 2005).

Only the Transformational Leadership model relies in part on the leader's position and authority (i.e., the leader charismatically determines which vision and goals to pursue) to influence followers' behavior. Similarly, destructive leaders (i.e., petty tyrants) also rely on position and authority (i.e., in this latter case, the leader misuses his power) to influence their followers (for an attempt linking different forms of good and misused charisma to both transformational and destructive leadership, the reader is referred to Pundt, 2014). Further, both leadership styles are vertical processes that focus on achieving organizational-centered (as opposed to follower-centered) goals (Stone, Russell, & Patterson, 2004; Pearce & Sims, 2002). As such, Transformational Leadership is an appropriate model to verify the convergent validity (negative sign) of a Destructive Leadership model.

Although there have been different approaches to Transformational Leadership over the years (for ex., Bass, 1985; Bennis & Nanus, 1985; Conger & Kanungo, 1987; House, 1977; Howell & Frost, 1989), these approaches share the perspective that

transformational leaders change the basic values, beliefs and attitudes of followers in order to motivate them to perform beyond the minimum levels specified by the organization (Podsakoff, MacKenzie, Moorman, & Fetter, 1990). Transformational leader behaviors include: stimulating follower creativity, supporting followers' development (Judge & Bono, 2000), including followers in making important decisions, considering their needs, listening effectively and encouraging a two-way communication (Bass & Avolio, 1994). Finally, this leadership style contributes to encouraging employees to fully engage themselves in their work (Bass & Avolio, 1990; Bass & Avolio, 1994) and has been linked to aspects of follower well-being (Arnold, Turner, Barling, Kelloway, & McKee, 2007; Podsakoff et al., 1990).

In contrast to the extensive literature on constructive leader behaviors (for ex., Transformational Leadership), much less research and theory development have addressed negative or destructive leadership (DL) behaviors (Einarsen, Aasland & Skogstad, 2007). This is partly due to the difficulty in studying such a sensitive issue in the workplace, but also because a comprehensive definition of destructive leadership is still in its early stages. In the literature, different labels have been offered to describe these methods of influence. For example, "Aversive Leadership" (Pearce & Sims, 2002), "Petty Tyranny" (Ashforth, 1987; 1994; 1997), "Abusive Supervision" (Tepper, 2000), "Supervisor Social Undermining" (Duffy, Ganster, & Pagon, 2002), and "Despotic Leadership" (De Hoogh and Den Hartog, 2008). While some forms of negative leader behaviors that have been studied are still not unanimously agreed upon as being part of the destructive leadership construct (for example, Einarsen and colleagues argue for the inclusion of Laissez-Faire style in the destructive leadership concept, while Krasikova, Green, & LeBreton (2013) and Schyns & Schilling (2013) exclude such passive leader behaviors from the DL concept), other conceptualizations have been grouped as being comparable. For example, researchers have reasoned for conceptual similarities between Tepper's Abusive Supervision and Ashforth's Petty Tyranny (Harvey, Stoner, Hochwarter, &

Kacmar, 2007; Krasikova et al., 2013; Schyns & Schilling, 2013; Tepper, 2007; Zellars, Tepper, & Duffy, 2002). **A first objective of this dissertation is therefore to review most recent integrative definitions of DL and to propose a few central characteristics of the phenomenon.**

In addition to the lack of an agreed-upon definition of DL, another related issue is the lack of a practical and validated French instrument to study such leader behaviors in Quebec. The need for short– yet also psychometrically acceptable – scales which are easily completed by busy respondents from all levels has been highlighted for some time in the field of work psychology (Warr, Cook, & Wall, 1979; Stanton, Sinar, Balzer, & Smith, 2002). Ashforth (1987) developed and validated an instrument to measure his concept of Petty Tyranny (a form of DL), but at a 47-item count, the original Petty Tyranny Scale is hardly practical for research purposes. When lengthy scales are used in applied research, organizational respondents are likely to feel over-questioned or simply tired in the case of multiple page web-based surveys, which in turn can lead to failure to respond or to complete the survey (Stanton et al., 2002). Tepper (2000) later developed and validated a shorter instrument to measure his concept of Abusive Supervision (another related form of DL). However, most studies having used Tepper’s Abusive Supervision Scale have used shorter versions of the original 15-item scale (for example, Aryee, Chen, Sun, & Debrah, 2007; Aryee, Sun, Chen, & Debrah, 2008), and even very short 5-item (for example, Mitchell & Ambrose, 2007; Thau, Bennett, Mitchell, & Marrs, 2009), and 3-item (for example, Detert, Trevino, Burris, & Andiappan, 2007) versions of Tepper’s instrument, highlighting the need for work to be done in the unification of the measurement of destructive leadership. Further, neither Ashforth’s nor Tepper’s instruments have been translated and validated into French-Canadian. **Thus, validating a French-Canadian version of a destructive leadership instrument is a second objective of this dissertation.**

Although it is widely recognized that destructive leadership is related to psychological distress (Ashforth, 1997; Tepper, 2007), most of the studies reporting this linkage have not explored the mechanisms through which destructive leadership leads to followers' psychological distress (for an exception, see Tepper, 2000). The study of such mechanisms is made possible through mediational analyses.

Mediational analyses are important in organizational research, because they provide information on the sequence of effects that lead to an outcome variable (Kenny, 2008). Further, mediator variables help explain how external events take on internal psychological significance to employees (Baron & Kenny, 1986). When intervening variables are found in studies, organizational consultants can then measure and take these into account in interventions aimed at improving psychological health at work. **Thus, a third objective of this dissertation is to verify how destructive leadership is related to subsequent nurses' psychological distress.**

CHAPTER II

POSITIONING PETTY TYRANNY AS A FORM OF DESTRUCTIVE LEADERSHIP

2.1 Introduction

An objective of this chapter is to position Petty Tyranny, defined as "The tendency to lord one's power over others" (Ashforth, 1987; 1994; 1997), as a form of destructive leadership. In order to achieve this result, the definition of destructive leadership used in this dissertation is presented. This definition was formulated while drawing on the communalities of recent subordinate-targeted integrative definitions of DL found in the literature. This is important, because the literature is still lacking an agreed-upon unified definition of destructive leadership. The three main characteristics of the definition of destructive leadership used in this dissertation are: *volitional behaviors* by an individual in a management position directed towards his/her followers, which are *hostile and/or otherwise obstructive* (for ex., indirect, passive-aggressive behaviors) and *exclude physical contact*. At the end of section 2.3, a table summarizing various forms of destructive leaderships is presented (for ex., Petty Tyranny, Abusive Supervision, Supervisor Social Undermining, etc.) which are compared with these defining characteristics of DL. Following the presentation of this summary table, the important distinction between behavior that is volitional, versus behavior that is also perceived as being intended to harm followers, is explained. Before demonstrating how both the concepts of Petty Tyranny and Abusive Supervision fit perfectly within the destructive leadership definition used in this dissertation, the distinctiveness of destructive leadership in relation to other related concepts of hostile or *bad* workplace behaviors (i.e., counterproductive work behaviors, workplace bullying, and passive leadership) is demonstrated. Finally -

while both Petty Tyranny and Abusive Supervision are examples of destructive leadership - this chapter is concluded by outlining how the conceptualization and measurement of Petty Tyranny are richer and cover a broader range of behaviors in comparison to the Abusive Supervision concept.

2.2 Lack of a unified definition of destructive leadership

Recently, a great effort has been made to integrate the "bad" or "negative" leadership literature and the use of the common label "destructive leadership" is encouraged (Einarsen et al., 2007; Krasikova et al., 2013; Schyns & Schilling, 2013; Shaw, Erickson, & Harvey, 2011). Einarsen et al. (2007) were the first to propose an integrative definition of DL, defining it as: "The systematic and repeated behavior by a leader, supervisor or manager that violates the legitimate interest of the organization by undermining and/or sabotaging the organization's goals, tasks, resources, and effectiveness and/or the motivation, well-being or job satisfaction of subordinates" (p. 208).

Although this integrative effort was an important first step, it has more recently been argued that the conceptualization proposed by Einarsen et al. (2007) is too broad, because it also includes harmful leader behaviors that are not targeted towards subordinates (Krasikova et al., 2013; Schyns & Schilling, 2013). For example, deviant work behaviors such as stealing or damaging organizational property are also implied in the Einarsen et al. (2007) definition, while these are clearly not *leadership* behaviors (i.e., influencing followers).

In contrast, Schyns and Schilling (2013) define destructive leadership as "A process in which over a longer period of time the activities, experiences and/or relationships of an individual or the members of a group are repeatedly influenced by their supervisor in a way that is perceived as hostile and/or obstructive", (p. 141).

Krasikova et al. (2013) more broadly define destructive leadership as "Volitional

behavior by a leader that can harm or intends to harm a leader's organization and/or followers by (a) encouraging followers to pursue goals that contravene the legitimate interests of the organization and/or (b) employing a leadership style that involves the use of harmful methods of influence with followers, regardless of justifications for such behavior", (p. 1310). This later definition includes two different manifestations of destructive leadership that Krasikova et al. (2013) recognize as being independent of each other, even though they could be used jointly by a leader. In this dissertation, we exclude from our conceptualization of destructive leadership the aspect of destructive actions taken toward the achievement of goals and instead focus only on destructive methods of influence, because: (1) we agree with Krasikova et al. (2013) that these are indeed two different manifestations of destructive leader behaviors, each impacting subordinates and organizations in distinct ways, (2) this dissertation investigates the effects of destructive leadership on subordinates and (3) in order to properly isolate the effects of destructive leadership on subordinates, a choice needed to be made between both manifestations of destructive leader behaviors.

Both integrative definitions proposed by Schyns & Schillings (2013) and Krasikova et al. (2013) involve methods of influence adopted by a leader that are directed towards subordinates, but only Krasikova et al. (2013) include the notion of volition (i.e., intention) in their definition. This distinction is important, because although the leader might not necessarily be aware that his behavior is harmful for subordinates (Krasikova et al., 2013), Schyns and Schilling (2013) recognize that such a behavior is more destructive if it is perceived by subordinates as being intentional. This notion of volition also enables the distinction of destructive leadership from mere ineffective forms of management, such as Laissez-Faire leadership and Passive Management-by-Exception (Krasikova et al., 2013). However, the leadership behaviors described in the definition proposed by Krasikova et al. (2013) are less specific than the ones described by Schyns and Schillings (2013), because they refer to *harmful* methods of influence, instead of Schyn and Schilling's more specific *hostile and obstructive*

behaviors. Hostile behaviors generally include expressions of excessive anger and being rude, while obstructive behaviors also encompass passive-aggressive behaviors, such as ignoring and lying, but also more active aggressive methods such as excessively punishing and criticizing subordinates. Both hostile and obstructive behaviors are harmful to subordinates, while mere harmful methods of influence do not qualify the nature of the leader behaviors (active hostility vs manipulation, use of punishments vs. ignoring, etc.).

A limitation of the definitions proposed by Krasikova et al. (2013) and Schyns and Schillings (2013) is the conceptualizations upon which they draw to propose their respective unified definitions of destructive leadership. Schyns and Schillings (2013) built their definition based on the definition of constructive leadership proposed by Yukl (2006), which they adapted based on conceptualizations of bad leadership. The problem is that they included in their conceptualizations various manifestations of bad leadership that are not similar (for ex., non-physical vs. physical hostility). This is problematic, because non-physical and physical manifestations of hostility (for example) are very different.

The definition proposed by Krasikova et al. (2013) is built on the one proposed by Einarsen et al. (2007), which is why they maintained in their conceptualization an aspect of DL as leader behavior that could violate the legitimate interests of the organization. Even though Krasikova et al. (2013) specify that these acts are embedded in the process of leading (i.e., violation of the legitimate interests of the organization via the leader-subordinate influence process), this definition also draws on conceptualizations of destructive leader behavior that are independent of each other (for ex., encouraging followers to pursue harmful goals vs. using harmful methods of influence).

As mentioned previously, Ashforth's Petty Tyranny and Tepper's Abusive Supervision are conceptually similar. Specifically, they both involve *volitional* behaviors by a leader that are perceived as being *hostile and/or otherwise obstructive* (for ex., belittling and criticizing subordinates), excluding *physical contact*. These behaviors, although volitional, may or may not be intended to harm. Both Petty Tyranny and Abusive Supervision fit into important aspects of both integrative definitions of destructive leadership proposed by Schyns and Schillings (2013) and Krasikova et al. (2013), yet neither integrative definition alone truly *integrates* these similar destructive leadership manifestations. What is needed, then, is an integrative definition of destructive leadership that captures the elements of this specific class of destructive leader behaviors as they are described and measured in the literature.

2.3 Proposed definition of destructive leadership in this dissertation

In this sub-section, an integrative definition of destructive leadership (DL) is offered, which captures the defining characteristics of the recent conceptualizations reviewed above, while at the same time, is more consistent with conceptualizations of such leadership behaviors as they are described and measured in the literature (for ex., Petty Tyranny and Abusive Supervision).

Destructive leadership (DL) is defined in this dissertation as: Volitional behavior by a leader that can harm a leader's followers by employing a leadership style that involves the use of hostile and/or obstructive methods of influence with followers, excluding physical contact.

In Figure 2.1, a graphical representation of these defining characteristics of destructive leadership are presented.



Figure 2.1 Graphical representation of the defining characteristics of destructive leadership

This definition is adapted from Krasikova et al. (2013) and Schyns and Schilling (2013). The important elements in this definition are: volitional behavior, hostile and/or obstructive methods, and exclusion of physical contact. First, in order to be destructive, the leader's behavior must be perceived as *volitional* (Krasikova et al., 2013; Schyns & Schilling, 2013). This is different from hostile behaviors from a supervisor that is *perceived* to be acting out of lack of experience or competence. However, *volitional behavior* does not imply that the intent is necessarily to harm, but rather that the leader chooses to employ a style rather than another to influence his or her followers, regardless of whether he/she is conscious of the effects of such behaviors. Second, *hostile and/or obstructive methods of influence* include both active destructive (for ex., yelling) and passive-aggressive (for ex., ignoring) methods. This is important, because as others have pointed out, destructive leadership may or may not involve hostility (for ex., Yagil, 2006). Finally, we narrowed our conceptualization of DL to *non-physical behaviors*, because, although we agree with Einarsen, Skogstad, Loseth, Aasland (2002) and Schyns & Schilling (2013) that DL can include physical contact, physically violent behaviors from one's supervisor can hardly occur over a period of time in most organizations. Similarly, Duffy et al (2002) argue that supervisor social undermining behaviors (a form of DL) at work are

"insidious", in that they weaken relationships gradually and over time, or by degrees. They reason that physical violence is very different, because it is an obvious and noticeable act with immediate effects. Although Krasikova et al. (2013) do not specify whether their conceptualization of DL includes or excludes physical contact, they do argue that DL is different from workplace aggression. Unfortunately, they do not define workplace aggression per se, but one may reason that, while workplace aggression does not necessarily involve physical violence, physically violent acts are always aggressive.

Next, in Table 2.1, different forms of destructive leadership are presented and organized according to the characteristics of volitional behavior, intent to harm, use of hostility and/or obstructive methods and exclusion of physical contact, as well as whether or not unified instruments are available to measure the respective phenomena.

Table 2.1

Destructive leadership behaviors directed towards subordinates analyzed within the criteria used in this dissertation to describe and measure destructive leadership

Destructive leadership behaviors*	Definition	Volitional behavior	Intent to harm	Use of hostility and/or obstructive methods	Exclusion of physical contact	Instrument**
Petty Tyranny (Ashforth, 1987, 1994, 1997)	The tendency to lord one's power over others.	X		X	X	X
Abusive Supervision (Tepper, 2000)	Subordinates' perceptions of the extent to which supervisors engage in the sustained display of hostile verbal and nonverbal behaviors, excluding physical contact.	X		X	X	X

Destructive leadership behaviors*	Definition	Volitional behavior	Intent to harm	Use of hostility and/or obstructive methods	Exclusion of physical contact	Instrument**
Aversive leadership (Pearce & Sims, 2002)	Leadership that primarily relies on coercive power and is rooted in punishment research.	X		X	X	No unified instrument, but the concept may be measured with a scale from the Leadership Behavior Scale (Pearce & Sims, 2002). ⁷

⁷ For some items of this scale, the predictor (i.e., the actual leader behavior) and outcome are confounded. For ex., "I feel intimidated by my team leader's behavior." Although this confounding of predictor and outcome was not a part of the criteria chosen in this dissertation to organize subordinate-directed destructive leadership behaviors, this is generally not perceived as a sound psychometric practice.

Destructive leadership behaviors*	Definition	Volitional behavior	Intent to harm	Use of hostility and/or obstructive methods	Exclusion of physical contact	Instrument**
Supervisor verbal abuse (Grandey et al., 2007)	Overt, hostile verbal aggressive behaviors ⁸ , such as yelling, as opposed to political or covert forms of verbal aggression (e.g., such as gossip or withholding information).	X		X	X	

⁸ This definition is generic, as the authors adapt it and its measurement to cover behaviors by either customers, or organizational members, such as fellow employees or one's supervisor.

Destructive leadership behaviors*	Definition	Volitional behavior	Intent to harm	Use of hostility and/or obstructive methods	Exclusion of physical contact	Instrument**
Tyrannical Leadership (Einarsen, Skogstad, Løseth, & Aasland, 2002)	Non-constructive employee-oriented behavior.	X		X	X ⁹	No distinct unified instrument, but the concept may be measured with a scale from the Destructive Leadership Questionnaire (Einarsen et al., 2002)

⁹ According to Schyns & Schillings (2013), Einarsen's conceptualization includes physical contact. However, in all sample items reported in studies having used this measure (Aasland, Skogstad, Notelaers, Nielsen, & Einarsen, 2010; Kant, Skogstad, Torsheim, & Einarsen, 2013), no mention of physical harm is made.

Destructive leadership behaviors*	Definition	Volitional behavior	Intent to harm	Use of hostility and/or obstructive methods	Exclusion of physical contact	Instrument**
Despotic leadership (De Hoog & Den Hartog, 2008)	Behavior that serves the self-interest of the leader, is self-aggrandizing and exploitative of others.	X	X	X	X	No unified instrument, but the concept may be measured with a scale from The Multi-Culture Leader Behavior Questionnaire (MCLQ; Hanges & Dickson, 2004) adapted by the authors

Destructive leadership behaviors*	Definition	Volitional behavior	Intent to harm	Use of hostility and/or obstructive methods	Exclusion of physical contact	Instrument**
Supervisor social undermining (Duffy et al., 2002)	Behavior intended to hinder, over time, the ability to establish and maintain positive interpersonal relationships, work-related success, and favorable reputation.	X	X	X	X	No unified instrument, but the concept may be measured with a scale from an instrument developed by the authors ¹⁰

* Directed towards followers

** Unified instrument available to measure the concept

¹⁰ As is the case with the measurement of aversive leadership, some items from the instrument intended to measure social undermining also confound predictor with the outcome of these supervisor behaviors (e.g., "How often has your supervisor intentionally made you feel incompetent"; "hurt your feelings").

As presented in Table 2.1, Petty Tyranny and Abusive Supervision perfectly meet the three criteria used in this dissertation to describe destructive leadership, while at the same time offer unified instruments to measure the concepts.

2.4 Destructive leadership: understanding the distinction between volition and intent to harm

On the surface, Supervisor Social Undermining and Despotic Leadership seem identical to other forms of destructive leadership, such as Petty Tyranny and Abusive Supervision. These concepts all involve belittling, expressing anger, and criticizing subordinates. However, supervisors engaging in social undermining at work or despotic leadership behaviors *intend* to harm their targets.¹¹ In contrast, although supervisors intentionally engaging in Petty Tyranny and Abusive Supervision behaviors can also harm their subordinates, the intent of such behaviors is not necessarily to harm, but may instead be to set performance standards (Krasikova et al., 2013; Tepper, 2007). Other times, the destructive behavior might simply be the result of the supervisor's insensitivity, work overload, or poor organizational norms of interpersonal communication (Yagil, 2006). This is an important distinction, because although DL behaviors are intentional, the negative outcomes of the behavior are often not to intentionally cause harm.

This important issue was first raised by Krasikova et al (2013) and Schyns and Schilling (2013). Essentially, Krasikova et al. (2013) argue that leaders make choices

¹¹Since perceived intent to harm is a very subjective evaluation, behaviors were classified as being intended to harm only if this was implied in both the conceptualization and the measurement of the construct. The following expressions were relied on to place these constructs in this category: "behavior intended to hinder" (definition), "how often has your supervisor intentionally" (measurement) for Social Undermining and "behavior that is exploitative" (definition) and "my supervisor seeks revenge when wronged" (measurement) for Despotic Leadership.

about *what* goals to pursue and *how* to achieve those goals. These leader behaviors are intentional/volitional, because the leader *chooses* this particular behavior among other available alternative behaviors. However, these leaders *may or may not* know that this behavior choice is harmful for their followers. Specifically, leaders engaging in a destructive leader behavior may not be aware of its negative impact on followers' psychological health. Similarly, Schyns & Schilling (2013) describe DL as an *intentional* method of influence. In contrast, they argue that the actual leader behavior may or may not be intended to harm the organization and/or the followers. Unlike Krasikova et al. (2013), these later authors do not specifically explain why they believe that such behavior is intentional. However, their definition of DL is adapted from the general definition of leadership proposed by Yukl (2006) whereby *intentional influence is exerted by a leader over followers to guide, structure, and facilitate their activities*. Although Schyns & Schilling (2013) do not position themselves with respect to whether given leaders engaging in destructive behaviors actually intend to harm their followers and/or the organization, they state that the behavior will have the most negative consequences if it is perceived by followers to be intended to harm them. Like Krasikova et al. (2013), Schyns and Schilling (2013) argue that some leaders might bully an employee into leaving, while others might not be aware of the possible detrimental effects of their behavior on followers.

2.5 Destructive leadership versus other related constructs

Now that destructive leadership has been defined and its key elements explained, in this chapter, the distinctiveness of DL are discussed by comparing it with other related, yet different, constructs.

2.5.1 Destructive leadership versus other aggressive workplace behaviors

DL is different from other non-follower directed hostile workplace behaviors, such as counterproductive work behaviors and workplace bullying.

Counterproductive workplace behavior (CWB) at the most general level refers to any intentional behavior on the part of an organizational member viewed by the organization as contrary to its legitimate interests (Sackett, 2002). More specifically, Fox, Spector, Goh, & Bruursema (2007) define CWB as voluntary behaviors whose intent or effect is to harm the organization or its members. Examples of such behaviors include stealing or destroying organizational property, arguing with customers, verbally harassing coworkers and gossiping about them. Although supervisors can engage in such negative behaviors, as discussed above, destructive leadership is limited to those behaviors by a leader that are targeted towards subordinates (Krasikova et al., 2013; Schyns & Schilling, 2013). Since supervisors engaging in CWBs do not necessarily also use harmful influence methods with their subordinates, CWB is different from DL.

Both destructive leadership and workplace bullying involve perceptions of being mistreated at work. However, only destructive leadership involves subordinates' perceptions of being mistreated by their immediate supervisor, which can be viewed as a specific case of bullying, but not workplace bullying at the general level. Although similar with respect to perceptions of mistreatment, workplace bullying is defined as "one or several individuals over a period of time perceive themselves to be on the receiving end of negative actions from one or several persons, in a situation where the target of bullying has difficulty in defending him or herself against these actions" (Hoel & Cooper, 2001, p. 4). According to this definition, employees can be bullied by individuals at work that are not necessarily their immediate supervisor. Destructive leadership and workplace bullying are therefore different constructs.

2.5.2 Destructive leadership versus passive leadership

Although passive leadership (for example, Laissez-Faire leadership and Passive Management-by-Exception) and destructive leadership are both forms of *bad* leadership, only destructive leadership involves intentional hostile and/or obstructive

methods of influence. In contrast, passive leadership (i.e., Laissez-Faire and Passive Management-by-Exception) mostly occurs when leaders lack leadership skills (Krasikova et al., 2013). Specifically, Passive Management-by-Exception occurs when "leaders fail to intervene until problems become serious. They wait to take action until mistakes are brought to their attention" (Bass, 1997, p. 134). Similarly, Laissez-Faire leadership emerges when "leaders avoid accepting their responsibilities, are absent when needed, fail to follow up requests for assistance, and resist expressing their views on important issues" (Bass, 1997, p. 134). Although Laissez-Faire leadership has been linked to higher levels of role conflict, role ambiguity, and conflict with co-workers (Skogstad, Einarsen, Torsheim, Aasland, & Hetland, 2007), the effects of more hostile leader behaviors and harmful methods of influence have been argued to be much more severe (Ashforth, 1994; Schyns & Schilling, 2013). As Tepper, Moss and Duffy (2011) argue, Abusive Supervision has negative indirect effects on employee productivity, absenteeism, turnover and health care expenses.

In Figure 2.2, most of the concepts presented above are positioned among behaviors that are generally understood to be part of a broader class of dark organizational behaviors. Upon examining Figure 2.2, the reader will note that there may be conceptual overlap between some constructs, as some concepts (for ex., workplace bullying and counterproductive workplace behavior) can fit within both harmful workplace behaviors at the general level and more specific harmful leadership behaviors, because these behaviors can be exhibited by both leaders and non-leaders alike.

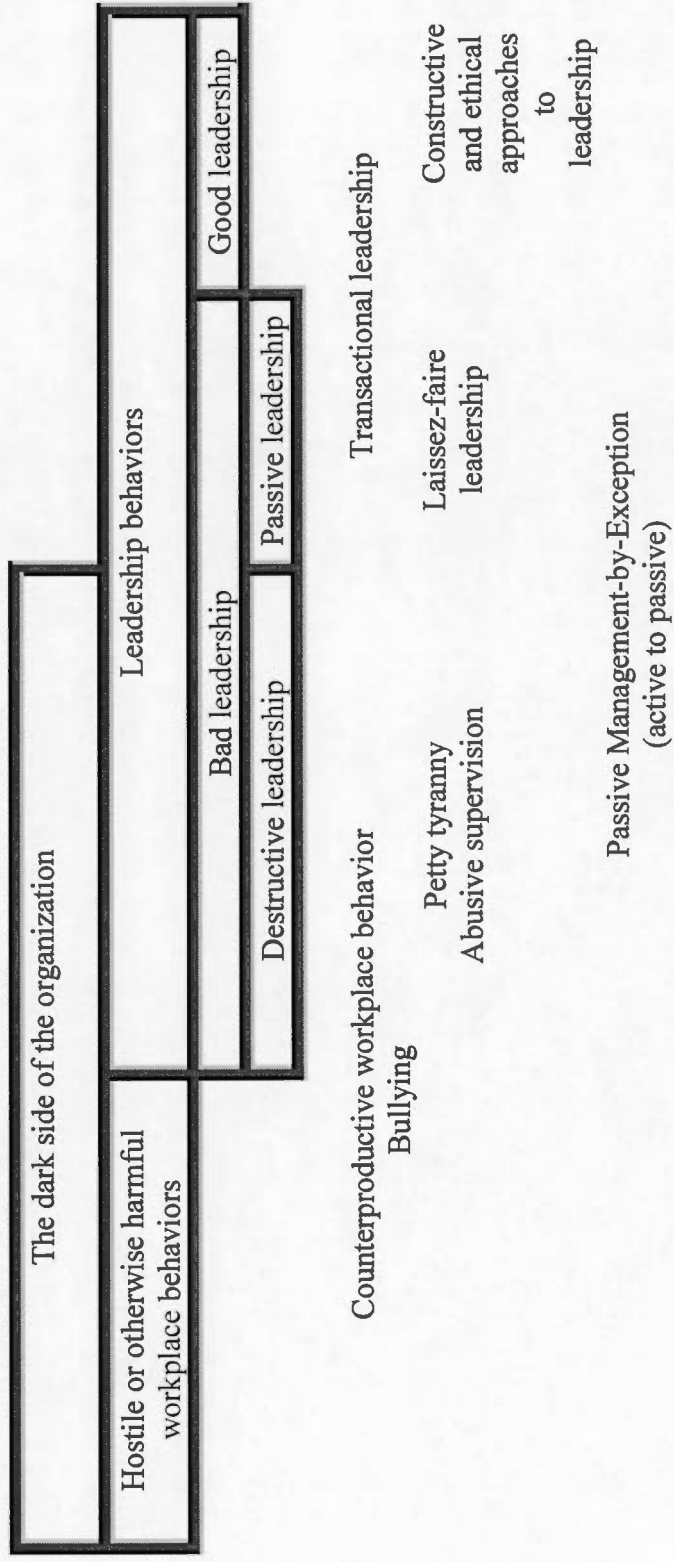


Figure 2.2 Boundaries and overlaps between the various concepts presented in Chapter II

2.6 Petty Tyranny as a form of Destructive Leadership

Ashforth (1987, 1994, 1997) defines Petty Tyranny as the tendency to lord one's power over others. More specifically, a *petty tyrant* is someone who uses their power and authority oppressively, capriciously and at times even vindictively (Ashforth, 1997).

Petty Tyranny fits into the broader construct of destructive leadership because, first, these leader behaviors are directed towards subordinates. Further, although Ashforth's definition does not speak of the intent to harm, it may be assumed that the intent to harm is not a part of the Petty Tyranny concept, because Ashforth (1994) argues that these leaders may be "unaware of their behavior and its effects" (p. 772). Therefore, although volitional, the leader may or may not be conscious (i.e., aware) of the effects of such behaviors. Further, Ashforth's conceptualization excludes physical contact. In addition to being *volition* and *excluding physical contact*, the behaviors of a petty tyrant are *hostile and/or obstructive*, as Ashforth (1987, 1994) describe them as including public criticism of subordinates, condescending behavior, emotional outbursts, coercive supervision, and boastful behavior.

2.7 The choice of Petty Tyranny vs. Abusive Supervision in this dissertation

As mentioned above, various conceptualizations and definitions of destructive leadership have recently been studied (for ex., Aversive Leadership; Pearce & Sims, 2002; Supervisor Social Undermining; Duffy et al., 2002), but two of such conceptualizations that emerged almost in parallel are very similar: Petty Tyranny (Ashforth, 1987) and Abusive Supervision (Tepper, 2000). Further, validated instruments have been developed to measure the respective phenomena. Although neither definition mentions volition or intent of the leader behavior, intentionality of the behavior is implied through the wording of the instrument items. For example, the

items "lies to me" (Tepper, 2000) instead of simply evoking the transmission of false information and "uses authority or position for personal gain" (Ashforth, 1987) instead of simply evoking the perception of a grandeur delusion or the misuse of power, suppose intentional behavior, imply intent.

Tepper (2000) defines Abusive Supervision as subordinates' perceptions of the extent to which supervisors engage in the sustained display of hostile verbal and nonverbal behaviors, excluding physical contact.

Like Petty Tyranny, Abusive Supervision also fits into the broader construct of destructive leadership because, first, these leader behaviors are targeted towards subordinates. Second, Abusive Supervision *excludes physical contact*. Further, these behaviors are "willful", yet "proximate or immediate intent is not to cause harm" (Tepper, 2007, p. 265). Therefore, although *volitional*, the effect of these behaviors may also be unknown. Finally, Abusive Supervision behaviors are *hostile and/or obstructive*, as Tepper (2000) describe them as including public criticism, loud and angry tantrums, rudeness, inconsiderate actions, and coercion.

Both conceptualizations of DL are conceptually similar. However, the concept and measure of Petty Tyranny have been chosen in this dissertation over Abusive Supervision for the following reasons: The Petty Tyranny concept was developed based on rich descriptions of tyrannical behavior from the management, social psychological, social work and political science literatures (Ashforth 1987; 1994; 1997). In contrast, Tepper (2000) developed his concept based on descriptions of non-physical abuse largely found in the management literature, but also on descriptions of psychological abuse in other kinds of interpersonal relationships. Petty Tyranny is therefore a broader concept than Abusive Supervision and this wider coverage is reflected in their respective definitions. As a result, Abusive Supervision describes hostile leader behaviors, while Petty Tyranny also includes other

destructive leader behaviors, such as self-aggrandizing and subtle coercive behaviors. As such, petty tyranny could at times appear as lower intensity – yet still destructive - behaviors, as opposed to abusive supervision that is more than generally perceived as overtly hostile. In Table 2.2, Petty Tyranny with Abusive Supervision are compared according to their respective conceptualizations and operationalizations, in order to more clearly highlight the richer theoretical development and broader coverage of Petty Tyranny.

Table 2.2

Petty Tyranny versus Abusive Supervision

	Petty Tyranny (Ashforth, 1987; 1994; 1997)	Abusive Supervision (Tepper, 2000)
Conceptualization		
Perceived behaviors	Hostile and non-hostile yet obstructive behaviors by one's supervisor (excludes physical contact)	Hostile behaviors by one's supervisor (excludes physical contact)
Theoretical development	Based on descriptions of tyrannical behavior from the management, social psychology, social work, and political science literatures	Based on descriptions of non-physical violence mainly from the management literature
Operationnalization		
Dimensions	(1) arbitrariness and self-aggrandizement, (2) belittling subordinates, (3) lack of consideration, (4) forcing conflict resolution, (5) discouraging initiative, and (6) noncontingent punishment.	(1) passive-aggressive abusive behavior, and (2) active-aggressive abusive behavior.
No. of items	47	15
No. of versions (published studies)	1	5 (minimum) ¹²

¹² As explained in section 1.4 of this dissertation, most studies having used Tepper's Abusive Supervision Scale have used shorter versions of the original 15-item scale, highlighting the need for work to be done in the unification of the measurement of destructive leadership and researchers' need for shorter rather than longer instruments.

CHAPTER III

LITERATURE REVIEW OF THE CORRELATES OF PETTY TYRANNY STUDIED IN THIS DISSERTATION

3.1 Introduction

The main objectives of this chapter are to summarize, evaluate and clarify the destructive leadership literature that either directly or indirectly supports the Petty Tyranny-psychological distress and Petty Tyranny-climate linkages studied in this dissertation. This chapter is organized in seven sections. In the first section, *Petty Tyranny and psychological distress*, the first empirical assessment of a conceptual model of Petty Tyranny (Ashforth, 1997) and a study that found significant relationships between Petty Tyranny and work attitudes (negative sign) (Larlee, 1999) are presented. The reader will note that the consequences of such a destructive leadership style can be summarized as subordinates' perceived lack of supervisor support and aspects of psychological distress, which is consistent with the statistics presented in Chapter 1 of this dissertation. In the second section, *Abusive Supervision and psychological distress*, the findings with respect to Abusive Supervision and aspects of psychological distress are presented, as these studies provide indirect support for the Petty Tyranny-psychological distress linkage studied in this thesis, with a focus on the effect sizes reported in those studies, as well as the research designs and worker samples used. In the third section, *Definition of psychological distress used in this dissertation*, the definition of psychological distress used in this dissertation is presented, given the multiplicity of definitions available in the literature and various aspects of psychological distress studied in the DL-distress linkage. In the fourth section, *Mediators in the DL-psychological distress linkage*, a review of what is currently known about the mechanisms by which forms of

destructive leadership could lead to psychological distress is offered. By the end of that section, the reader will see that subordinates' perceptions of their workplace (i.e., justice, climate) are influenced by DL and that these perceptions in turn impact workers' psychological distress. In the fifth section, *Destructive leadership, supportive climate and psychological distress*, empirical studies that examined the DL-supportive climate and supportive climate-psychological distress linkages indirectly through the concept of perceived organizational support (POS) – a construct conceptually similar to supportive climate - are presented. In the sixth section, *Definition of supportive climate used in this study*, the definition of climate used in this study is offered. Finally, in the seventh and final section of this chapter, *Leadership, climate, and psychological distress among nurses*, a summary of what is currently known about these relationships among the nursing population is presented.

3.2 Petty Tyranny and psychological distress

In this dissertation, the choice was made to study the effects of Petty Tyranny on employees' distress, because, although constructive leadership behaviors are linked to employee well-being, the literature on destructive forms of leadership has consistently reported the clear effects of such forms of influence on follower distress and related constructs (i.e., depression, anxiety). In a study with 63 manager-subordinate sets (i.e., 2 subordinates per manager), Ashforth (1997) provided the first empirical assessment of a conceptual model presenting a series of hypotheses regarding both antecedents and consequences of Petty Tyranny. Participants were business students enrolled in evening courses in a Montreal area university. Each participant received three questionnaires, one for their manager (manager questionnaire), one for his or herself (subordinate 1 questionnaire) and one for a coworker that also worked under the supervision of the same manager (subordinate 2 questionnaire). The manager questionnaire was designed to test the hypothesized antecedents and was composed of the following measures: bureaucratic orientation, theory X beliefs (supervisor's belief that the average person dislikes work, lacks

ambition, avoids responsibility, prefers direction, and is resistant to change), self-esteem, directiveness, power (supervisor's belief that she/he can do no wrong, that she/he should not be bound by the same constraints as others, and that subordinates must be closely supervised), role conflict, role ambiguity, role overload, and organizational type. Specifically, drawing on the interactionism literature¹³, Ashforth (1997) formulated three interaction hypotheses between managers' predispositions and situational facilitators. In these interaction hypotheses, managers' predispositions were composed of both his/her perception of the work context (for ex., beliefs about the organization, subordinates, or self) and his/her habitual action tendencies (for ex., directiveness, tolerance for ambiguity). The situational facilitators in each of those three interaction hypotheses were represented by institutionalized values and norms, power differential between manager and subordinates, and power. Specifically, Ashforth's three interaction hypotheses were formulated as such: (1) manager's high directiveness and low tolerance of ambiguity/work stressors; (2) manager's low self-esteem/power differential between manager and subordinates; (3) manager's high bureaucratic orientation and high theory X beliefs/centralized operations) will be associated with more elevated scores of Petty Tyranny. The subordinate questionnaires were designed to test the hypothesized consequences and were composed of the following measures: leader endorsement, leader identification, frustration, stress, reactance (subordinates' complaining, bending rules, and criticizing), helplessness, organizational commitment, job involvement, intention to quit, self-esteem, performance, and work-unit cohesiveness. With respect to the results, given that subordinate 1 and subordinate 2 assessments were only moderately correlated, Ashforth (1997) computed a mean between each of the six dimensions and

¹³ The literature on interactionism or interactional psychology suggests that organizational behavior is a function of specific people in specific situations as opposed to a given individual or situational factor alone (Chatman, 1989; Schneider, 2001). Specifically, in this early study of Petty Tyranny, Ashforth hypothesized that managers' individual predispositions should interact with certain situational facilitators to produce tyranny.

then a single mean tyranny score that were regressed on the hypothesized antecedents. To test the hypothesized consequences, a within-subordinate (i.e., one subordinate provides both the assessment and consequences of mean Petty Tyranny) and between-subordinate approach were adopted (i.e., one subordinate provides the assessment of mean Petty Tyranny while the other subordinate provides the consequences). This approach enables the direct assessment of results with and without the potential common method variance bias¹⁴. Common method variance can occur when the same person provides both the measure of the predictor and outcome variables (Podsakoff et al., 2003; Spector, 2006). When a between-subordinate approach is used, any variance caused by using a single rater should be eliminated, because social desirability, recall and mood effects become non-issues as these issues could arise when researchers rely on individual perceptions to collect measures. However, a main disadvantage of this method is that it can result in the loss of valuable information when measures from both raters are not obtained (Podsakoff et al., 2003). For a more thorough discussion on other ways of reducing common method variance, please see Podsakoff et al. (2003) and Spector (2006).

With respect to the hypothesized antecedents, none of the interaction effects were significant, although Petty Tyranny was related to manager's tolerance of ambiguity ($r=-0.31, p\leq 0.01$) and to theory X beliefs ($r=0.20, p\leq 0.05$) for both subordinate 1 and 2 and to bureaucratic orientation for subordinate 2 only ($r=0.23, p\leq 0.05$). However, Petty Tyranny was significantly related to most of the hypothesized consequences for both within- and between-subordinate assessments. Specifically, for within-subordinate, the correlations ranged between $r=|0.19|$ to $|0.80|$ and for between-subordinate, the correlations ranged between $r=|0.19|$ to $|0.57|, p\leq 0.05$. For within-

¹⁴ Common method variance broadly refers to variance that is attributable to the measurement method rather than to the constructs that the measures represent (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003).

subordinate, the highest correlations were for the consequences of leader endorsement, leader identification, subordinate frustration, subordinate reactance and subordinate helplessness (respectively, $r=-0.80$ and -0.68 ; $r=-0.67$ and -0.65 ; $r=0.35$ and 0.44 ; $r=0.43$ and 0.41 ; $r=0.42$ and 0.43 , $p \leq 0.01$ for all). For between-subordinate, the highest correlations were for the consequences of leader endorsement and leader identification ($r=-0.37$ and -0.57 ; $r=-0.45$ and -0.37 , $p \leq 0.01$ for all) and the correlations for subordinate reactance and subordinate helplessness remained among the highest ($r=0.23$ and 0.28 ; $r=0.27$ and 0.24 , $p \leq 0.05$). These findings suggest that although the study of the antecedents of Petty Tyranny is difficult and complex, Petty Tyranny is consistently highly related to important workplace outcomes. These outcomes can be summarized as subordinates' perceived lack of supervisor support (i.e., lower leader identification and endorsement) and aspects of psychological distress (i.e., higher frustration, reactance and helplessness).

Next, in a study carried out with 294 employees from a government department and a private sector business in New Brunswick, Canada, Larlee (1999) hypothesized and found support for the negative correlations between Petty Tyranny and affective commitment ($r=-0.20$, $p < 0.01$)¹⁵ and job satisfaction ($r=-0.48$, $p < 0.01$)¹⁶. However, the hypothesized link between Petty Tyranny and continuance commitment (i.e., the costs that employees associate with leaving the organization, Allen & Meyer, 1990) was not supported ($r=0.05$, n.s.). The author explains the non-significant correlation between Petty Tyranny and continuance commitment by offering that followers of destructive leaders might have lower self-esteem compared to their non-abused counterparts and thus fail to see alternatives to their situation. Although psychological

¹⁵ Affective commitment mainly refers to employees' emotional attachment to their organization (Allen & Meyer, 1990).

¹⁶ Job satisfaction refers to a positive emotional state resulting from the appraisal of one's job or job experience (Cranny, Smith, & Stone, 1992; Locke, 1976).

distress was not directly measured in that study, it can be concluded that Petty Tyranny systematically leads to negative affect among followers (studied as decreased affective commitment and decreased job satisfaction in that study).

Although no other published study has examined the Petty Tyranny-psychological distress linkage, studies having used the concept and measure of Abusive Supervision can serve as appropriate indirect support for summarizing the possible correlates of Petty Tyranny in this dissertation. As explained in detail in Chapter 2 of this dissertation, Petty Tyranny and Abusive Supervision are conceptually related.

Similar to Petty Tyranny, Abusive Supervision has also been linked to several manifestations of psychological distress, including depression (Tepper, 2000; Tepper, Moss, Lockhart, & Carr, 2007), anxiety (Hobman, Restubog, Bordia, & Tang, 2009; Tepper, 2000), and dimensions of burnout (Grandey et al., 2007; Harvey et al., 2007; Tepper, 2000; Tepper et al., 2007; Yagil, 2006). In the next subsection, more details about these findings is provided.

3.3 Abusive Supervision and psychological distress

The relationship between Abusive Supervision and aspects of psychological distress is relatively strong and stable across studies. Reported effect sizes range from $r=0.18$ to 0.40 , with the average effect size being $r=0.29$ (Grandey et al., 2007; Harris, Harvey, Harris, Cast, 2013; Harvey et al., 2007; Hobman et al., 2009; Kernan, Watson, Chen, & Kim, 2011; Tepper, 2000; Tepper et al., 2007; Yagil, 2006). Studying the effects of destructive forms of leadership on psychological distress is important, because psychological distress at work is costly to organizations. In fact, Health Canada once concluded that the costs associated with psychological health issues in the workplace annually represent nearly 14% of the net profits of Canadian companies (Sroujian, 2003). These costs are mainly due to the linkage between psychological distress at work and absenteeism (Vézina & Bourbonnais, 2001;

Hardy, Woods, & Wall, 2003). However, most of the studies on Abusive Supervision and distress employed cross-sectional designs, making causality of the relationship impossible. Both Tepper (2000) and Tepper et al. (2007) studies are exceptions, as they employed a six-month time lagged design in which Abusive Supervision and distress were measured at different points in time. Such time-lagged designs have the advantage of reducing common method variance, although they still cannot imply causality of the relationships. In this dissertation, such a time-lagged design is adopted in attempting to explain the DL-psychological distress linkage.

The effects of Abusive Supervision on employee psychological distress have been studied in diverse samples. Subordinates from various occupations have been surveyed, including various professional positions, office and administrative support, education, customer service (sales, financial, community and food services), and even graduate students (Hobman et al., 2009). However, to our knowledge, no study to date has examined the destructive leadership-psychological distress linkage specifically among the Quebec nursing population. Even though the Grandey et al. (2007) and Yagil (2006) included health care workers in their diverse samples, these studies did not specifically isolate the nursing profession and the authors do not report the proportion of nurses relative to the other occupation groups in their samples. Further, most of these studies were conducted in the United States¹⁷. As such, given the current Quebec nursing context, the destructive leadership-employee distress linkage should be examined in this group. In this dissertation, this linkage is explored in this specific Quebec worker population. This is important, because results of a study done with a given population cannot always be generalized to another population (Nunnally, 1967). It is possible that specific elements of the Quebec health sector either reduce or enhance the prevalence and/or effects of destructive forms of

¹⁷ The following studies are exceptions: Aasland et al. (2010), Ashforth (1997), Hobman et al. (2009), Larlee (1999) and Yagil (2006).

supervisor behavior. As such, in this dissertation, the prevalence and effects of destructive leadership among Quebec nurses are explored.

It should be underscored that, although no study to date has examined the destructive leadership-psychological distress linkage specifically among nurses, this dissertation is not the first empirical assessment of destructive leadership in the health sector. Tepper et al. (2011) examined antecedents of Abusive Supervision with 183 independent supervisor-subordinate dyads from seven health care organizations, including hospitals, long-term care facilities, and outpatient facilities located in the United States. Participants occupied a variety of positions, including nurse, technician, food service employee, and physical plant employee. Although that study was not carried out exclusively with nurses, it provides evidence that Abusive Supervision also exists in health care organizations. Specifically, the Tepper et al. (2011) study focused on the possible effects of perceived dissimilarity with the subordinate, relationship conflict and supervisor subordinate performance ratings on Abusive Supervision. The results of that study suggested that dissimilarity, relationship conflict and subordinate performance (as perceived by the supervisors) preceded follower Abusive Supervision perceptions. These results are very meaningful, because they enabled the authors to formulate practical recommendations that can help supervisors recognize and withhold follower bias and, consequently, attenuate the frequency of Abusive Supervision. The authors also make practical recommendations that could be used in manager selection and leadership development programs in the health sector.

3.4 Definition of psychological distress at work used in this dissertation

Psychological distress has broadly been defined as “an unpleasant subjective state” (McDonough, 2000, p. 459). It encompasses many negative symptoms related to anxiety, depression/sadness, irritability/nervousness, worthlessness, and social disengagement (Gilbert, Dagenais-Desmarais, & Savoie, 2011; Massé, Poulin,

Lambert, Dassa, Lambert, Bélair et al., 1998; McDonogh & Strohschein, 2003). Discussions and reviews on psychological distress at work include terms such as depression, burnout, and anxiety (Gabriel & Liimatainen, 2000). In this dissertation, psychological distress at work is viewed as a unitary construct composed of irritability/aggressiveness (for ex., arrogance, conflict, anger), anxiety/depression (for ex., sadness, stress, excessive worrying), and disengagement (for ex., lack of interest and/or ambition in one's job) (Gilbert et al., 2011). As such, this dissertation investigates further than previous research on manifestations of destructive leadership, because a unified measure of workplace psychological distress is used to examine the relationship between Petty Tyranny and follower psychological health.

3.5 Mediators in the destructive leadership-psychological distress linkage

As it has been pointed out elsewhere, much of the Abusive Supervision research has looked at moderators in the DL-negative employee outcomes linkages (Park, 2012; Tepper, 2007). For example, researchers have reported that individual differences in subordinates may attenuate the relationship between destructive leadership behaviors and negative work outcomes (Hochwarter & Thompson, 2012; Mackey, Ellen, Hochwarter, & Ferris, 2013). As such, far less is known about possible mediators in these relationships, particularly in the DL-psychological distress association. Although the Tepper (2000) study described below is an exception, this dissertation builds on that study by using a broader conceptualization of DL, namely Petty Tyranny, as well as a validated instrument adapted for the workplace to measure follower psychological distress. Further, in this dissertation, an explanation of the DL-psychological distress linkage via a different mechanism is proposed: employee perceptions of an unsupportive work climate.

Understanding the factors that cause psychological distress at work is important, because of its linkage to costly work outcomes, such as absenteeism (Hardy et al, 2003; Tepper et al., 2011).

Ashforth (1994) writes "Petty tyrants may affect all members of one's role set – clients, peers, subordinates, superiors, and so on – as well as the general interpersonal climate (p. 765)." This concept of the general interpersonal climate is similar to what Brunet and Savoie (1999) refer to as supportive climate perceptions. Although Ashforth does not explain how Petty Tyranny affects both subordinates and the organizational climate, others have explained the DL-subordinate psychological distress linkage by offering that Abusive Supervision can lead employees to feel that they are unfairly treated by their organization, which in turn can cause them to question their self-worth (Burton & Hoobler, 2006; Tepper, 2000).

Tepper (2000) reasons that the effects of Abusive Supervision on negative outcomes, including psychological distress, are mediated by perceptions of organizational justice. He thus draws on organization justice theory to explain how the degree to which supervisors engaged in abusive behavior affects subordinates' perceptions of organizational justice, which, in turn, affects their psychological health and attitudes toward work. According to organizational justice theory, employees form judgments of fairness based on perceptions of different facets of justice in the organization, including fairness of the interpersonal treatment individuals receive during the enactment of procedures (Colquitt, 2001). In turn, these perceptions affect job satisfaction, organizational commitment, and well-being at work. Tepper (2000) reasons that perceptions of mistreatment by one's supervisor are negatively related to organizational justice and that these injustice perceptions cause frustration and threaten employees' self- and social images.

Empirically, Tepper (2000) found partial support for these hypothesized effects with respect to elements of psychological distress. In a study conducted with 362 employees from various industries (42 percent from the service sector), psychological distress was measured six months after the perception of Abusive Supervision from

one's supervisor with three separate scales: anxiety, depression and emotional exhaustion. Using hierarchical regression, he found that organizational justice partially mediated the effects of Abusive Supervision on anxiety and emotional exhaustion, and fully mediated the effects of this form of supervision on the other outcome variables, including depression.

Similar to Ashforth (1997), Tepper (2000) measures psychological distress indirectly using three different scales (emotional exhaustion, anxiety, depression). Although it is generally agreed that these three constructs are indicators of psychological distress, subordinates' psychological workplace distress is not measured in his study as a unified variable. This dissertation investigates further than Tepper (2000) by measuring psychological distress as a unified variable using a validated measure adapted for the workplace (Boudrias, Desrumaux, Gaudreau, Nelson, Brunet, & Savoie, 2011; Boudrias, Gaudreau, Desrumaux, Leclerc, Ntsame-Sima, Savoie, et al., 2014; Gilbert et al., 2011).

3.6 Destructive leadership, supportive climate and psychological distress

As mentioned above, an objective of this dissertation is to explain the effects of DL on psychological distress at work through the mediation of supportive climate. Although no other study to this date has directly examined the mediating role of supportive climate perceptions in the DL-distress linkage, Harris et al. (2013) found that Abusive Supervision was related to both perceived organizational support ($r = -0.43, p < 0.01$) and job frustration ($r = 0.28, p < 0.01$). In that study, perceived organizational support was conceptualized as an employee perception about how the workplace treats him/her. This is very similar to the definition of supportive climate used in this dissertation.

Further, extant research has revealed that perceived organizational support is negatively linked to aspects of psychological distress (Jones, Smith, & Johnston, 2005) and positively linked to aspects of well-being at work (for ex., Baranik, Roling, & Eby, 2010; Panaccio & Vandenberghe, 2009), providing indirect justification for the supportive climate-psychological distress at work linkage hypothesized in this dissertation.

Of particular relevance is the study by Baranik et al. (2010) as this study examined the effects of supervisor interpersonal treatment (i.e., positive behaviors, such as support and mentoring functions) on aspects of well-being at work (job satisfaction and affective organizational commitment). The sample consisted of 733 substance abuse counselors working in various community treatment programs across the United States. Participants rated their clinical supervisors on mentoring support received from them, namely: sponsorship, coaching, protection, challenging assignments, exposure and visibility, friendship, role modeling, counseling, and acceptance and confirmation. Participants' job satisfaction, affective organizational commitment and turnover intentions were also assessed via validated self-reported questionnaires. Perceived organizational support (POS) was also measured. POS refers to the degree to which employees believe their organization values their contributions and cares about their wellbeing (Eisenberger, Huntington, Hutchison, & Sowa, 1986; Rhoades & Eisenberger, 2002). At the correlational level, all mentoring functions were positively related to POS and POS was positively related to job satisfaction and affective organizational commitment. However, when the authors tested their proposed model using structural equation modeling analyses, they found that only supervisors' sponsorship, exposure and visibility, and role modeling were related to aspects of well-being at work (job satisfaction and organizational commitment) through the mediation of perceived organizational support. Those aspects of psychological well-being were in turn negatively linked to turnover intentions.

Thus, some supervisor supportive behaviors seem to be linked to aspects of well-being at work through the mediation of perceived organizational support. This implies that subordinates internalize some supervisor behaviors as an indicator of the workplace climate. Consequently, subordinates that are belittled and treated with hostility by their supervisor may perceive that the organization does not support them. This dissertation investigates further than Baranik et al. (2010) by examining the effects of destructive leadership behaviors on psychological distress at work through the mediation of supportive climate perceptions. As such, organizational climate perceptions may help to explain the DL-psychological distress linkage. This is important, because if employees indeed attribute bad treatment received by their supervisors to the organization, then this could yield to be detrimental to the organization's reputation as a whole.

3.7 Definition of supportive climate used in this study

Generally speaking, climate can be defined as how individuals mentally represent their work environment (Parker, Baltes, Young, Huff, Altmann, Lacost et al., 2003). Climate broadly refers to employee perceptions regarding the manner with which they are treated and/or managed in their organizations (Brunet & Savoie, 1999; Jones & James, 1979; James & James, 1989). Put differently, climate perceptions emerge as a function of manifestations of the support given to an activity by the organization and its acceptance as an integrated fact of organizational life (Brunet & Savoie, 1999). More specifically, climate may be viewed as a set of cognitive appraisals and interpretations made by individuals in relation to a specific target in their organizational context (e.g., safety climate, Zohar, 2003; climate for initiative, Baer & Frese, 2003). In other words, since work climate is the perception shared by members of a social entity as to how they are treated in this entity, research has

inevitably highlighted different ways in which workers feel treated (Brunet & Savoie 1999).

The pioneering work of Litwin and Stringer (1968) concerning the dimensions of organizational climate was foundational in defining climate and has greatly contributed to understanding organizational behavior in general.

According to Litwin and Stringer (1968), organizational climate refers to a set of measurable properties of the work environment, perceived directly or indirectly by the people who work in this environment and influences their motivation and behavior. Their concept of climate was originally operationalized by the following nine dimensions: (1) Structure—Perceptions about constraints; number of rules, regulations, and procedures in the organization, (2) Individual responsibility—Perceptions about autonomy; the feeling of being your own boss as opposed to having to double-check all your decisions, (3) Reward—Perceptions about being rewarded for a job well done; the perceived fairness of the pay and promotion policies, (4) Risk—Perceptions about the sense of riskiness and challenge in the job; emphasis on taking calculated risks as opposed to playing it safe, (5) Warmth—Perceptions about being liked by the organizational representatives; the prevalence of friendly and informal relationships, (6) Support—Perceptions about the helpfulness of the organizational representatives and other employees in the organization, (7) Standards—Perceptions about the importance of implicit and explicit goals and performance standards, (8) Tolerance to conflict—Perceptions that organizational representatives want to hear different opinions; emphasis on getting problems out in the open, as opposed to minimizing or ignoring them, and (9) Identity—Perceptions about belongingness to the organization and about being a valuable member. However, all nine of the dimensions within Litwin and Stringer's model would not have directly applied to the research questions and hypotheses explored within this

dissertation. As such, a choice was made to study a more appropriate and specific sub-type of climate within a different yet related climate model.

Supportive climate is a type of work climate that refers to employee perceptions about whether or not their organization supports them. More specifically, an organization is said to have a *supportive* climate when employees perceive that their organization (1) considers them as important assets, recognizes their contribution, (2) values job autonomy, and (3) provides opportunities for development (Brunet & Savoie, 1999; Roy, 1989). This latter operationalization of climate is the one that is used in this dissertation and its dimensions are closely related to Litwin and Stringer's perceptions of Warmth, Support, Identity, Individual responsibility, and Structure.

3.8 Leadership, climate and psychological distress among nurses

Although Petty Tyranny or other forms of destructive leadership per se have not been specifically carried out among the nursing population, a study by Stordeur, D'hoore and Vandenberghe (2001) provided the first test of the influence of leadership on burnout among this particular group of workers. While also taking into account the role of work stressors, the sample consisted of 625 registered nurses from a Belgian university hospital. Participant nurses each completed a questionnaire designed to assess their perceptions of work stressors, the leadership style of their head nurse, and their emotional exhaustion.

Both transformational and transactional leadership¹⁸ behaviors were assessed. Although not destructive in nature, the transactional factor Active Management-by-Exception (MBEA) can be perceived by subordinates as a stressful form of control-oriented leadership style, as leaders engaging in MBEA behaviors continuously

¹⁸ Transactional leadership is characterized by day-to-day transactions between leaders and their followers (i.e., motivation through reward-punishment) (Bass, 1997; Stordeur et al., 2001).

monitor followers' performance to anticipate mistakes and immediately take corrective action when required. The work stressors measured included the physical environment (for ex., workload), the psychological environment (for ex., lack of staff support, inadequate preparation of nurses), the social environment (for ex., conflict with physicians and conflict with nurses), role conflict and role ambiguity.

Consistent with the authors' expectations, transactional leadership factors MBEA and Passive Management-by-Exception (MBEP; which occurs when supervisors intervene only after mistakes are made and standards are not met) were both associated with increased emotional burnout among subordinates ($r=0.12, p<0.05$ and $r=0.24, p<0.001$, respectively). Further, all work stressors measured were also associated with the outcome variable ($0.33 < r < 0.41, p<0.001$). Next, the authors performed a series of regression analyses in order to assess the simultaneous influence of leadership and work stressors on nurses' emotional exhaustion. When leadership variables alone were entered in the regression equation, results reveal that only MBEA and MBEP are associated with increased levels of the outcome variable. Specifically, this indicates that having a head nurse who continuously monitors subordinates' performance in order to anticipate mistakes (MBEA) and/or intervenes to detect mistakes after the fact (MBEP) generates increased levels of emotional exhaustion among nursing staff. However, only MBEA remained significantly associated with emotional exhaustion after work stressors had been controlled for (i.e., when leadership and work stressor variables were entered in the regression equation).

As the authors point out, these findings suggest that nurses might interpret supervisors' close control over their behavior as a lack of trust. In turn, this lack of trust may consequently lead nurses to feel unsupported by their head nurse, leading to increased stress and emotional exhaustion. The results reported for regression analyses also suggest that perceptions of the work environment mediate the

relationship between controlling leader behaviors and emotional exhaustion. This dissertation investigates further than Stordeur et al. (2001) by using a direct measure of destructive leadership (namely, Petty Tyranny) and a broader measure of psychological distress in the workplace (instead of mere emotional exhaustion). Also, supportive climate is positioned as a possible mediator in the DL-psychological distress link.

Finally, although no study to date has specifically examined the mediating role of supportive climate in the DL-psychological distress linkage, a number of studies have found evidence that perceived organizational support is negatively linked to aspects of nurses' psychological distress (Chou, Hecker, & Martin, 2012; Fiksenbaum, Marjanovic, Greenglass, & Coffey, 2006; Laschinger, Purdy, Cho, & Almost, 2006). As those authors reason, high perceptions of organizational support (i.e., supportive climate) might increase the likelihood that nurses' needs will be met during times of stress, which in turn alleviates feelings of emotional exhaustion. Alternately, when nurses do not feel supported by their organizations, overall psychological distress should increase. Although stress is not directly measured in this dissertation, stress is embedded into the daily reality of the nursing profession (for ex., nurses' experiences with death and dying, dealing with difficult patients, large workloads, sometimes tense interpersonal relationships with physicians). Therefore, supervisors' support (or lack of) should become even more meaningful and salient within this stressful context. In fact, in a qualitative study with employees from a Quebec Health and Social Services center (n=29) by St-Arnaud, Pelletier, Vézina, Briand, Paillé, and Demers (2014) that ultimately aimed at preventing mental health problems in the workplace, many participants reported a lack of support from their supervisors in situations where they attempted to discuss issues related to their workloads.

CHAPTER IV

FRAMEWORK OF THIS DISSERTATION

4.1 Introduction

This dissertation is about Petty Tyranny – a destructive form of leadership. The scarce yet growing body of research in the destructive leadership field points to the need for more studies in this area. This dissertation is a response to these calls for research and aims to provide a practical and validated French-Canadian version of the Petty Tyranny Scale in order to measure the DL behaviors in French speaking organizations and also to explain how Petty Tyranny could impact nurses' psychological distress. With aspects of psychological distress (i.e., depression, burnout) on the rise among Quebec nurses, it is important to investigate the role played by tense interpersonal relationships and negative perceptions of the workplace in these serious psychological health issues. Destructive leadership and lack of supportive climate are examples of tense interpersonal relationships and workplace perceptions, respectively.

4.2 Study 1

Study 1 is about the dimensionality, convergent and concurrent validities of a French-Canadian version of the Petty Tyranny Scale. In this first study, the conceptualization and operationalization of a second form of destructive leadership, namely Abusive Supervision, will also be used to establish the convergent validity of the Petty Tyranny construct. Also, to further establish the validity of Petty Tyranny as a form of leadership fitting into the growing destructive leadership literature, the conceptualization and operationalization of a form of constructive leadership, namely

Transformational Leadership, will be used. Next, the concurrent validity of the Petty Tyranny Scale will be verified by assessing the relationship between the scale and a validated measure of psychological distress. This is consistent with past research that has established a positive relationship between other DL measures and aspects of psychological distress (for a review of this literature, see Mackey et al., 2013).

4.3 Study 2

Next, in study 2, the already established destructive leadership-subordinate psychological distress linkage will be explored further by introducing supportive climate as a possible explanatory mechanism in this link. As such, in study 2, the effects of Petty Tyranny on nurses' psychological distress at work will be assessed through the mediation of supportive climate. This is also consistent with past research that has established a negative relationship between supportive organizational perceptions and aspects of nurses' psychological distress.

This dissertation is the first empirical investigation of Petty Tyranny among Quebec nurses. Petty Tyranny and other forms of destructive leadership (for ex., Abusive Supervision) are linked to aspects of psychological distress among various categories of workers and psychological distress is in turn associated with high costs to organizations (for ex., absenteeism, turnover). In fact, Tepper et al. (2011) argue, "Despite its low base rate, Abusive Supervision is a costly workplace phenomenon in terms of lost productivity, absenteeism, turnover, and health care expenditures", (p. 291).

Further, given that Quebec nurses report higher levels of psychological distress relative to other groups of workers, it is important to better understand the influence of destructive leadership in this issue. Finally, given nurses' reports of poor perceptions of their work environment, it is important to also better understand the influence of supportive climate perceptions in the high psychological distress issue.

Figure 4.1 provides a graphic representation of the constructs under investigation in this dissertation.

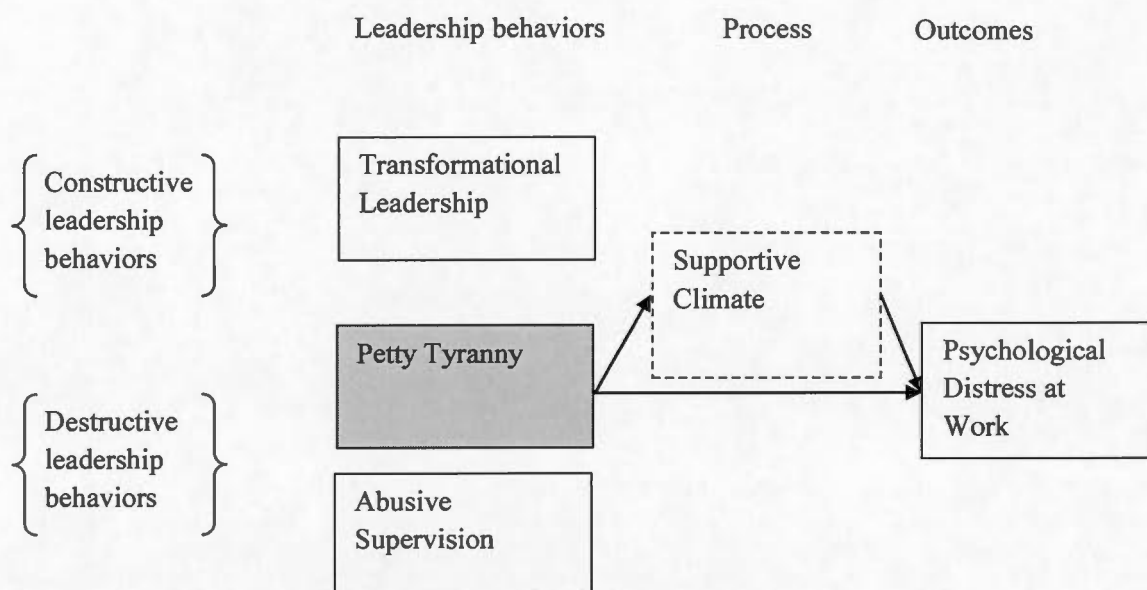


Figure 4.1 Graphic representation of this dissertation's framework

Note: The Petty Tyranny concept is represented in a shaded box, since this is the focal leadership style studied in this dissertation

CHAPTER V

STUDY 1

5.1 Introduction

Now that the concept of Petty Tyranny has been positioned as a leadership style fitting into the growing destructive leadership literature, this first study aims to:

- validate the original six-factor structure of the Petty Tyranny Scale proposed by Ashforth (1987);
- verify the convergent validity of the Petty Tyranny Scale with the Abusive Supervision Scale by Tepper (2000) (an instrument measuring a similar form of destructive leadership), as well as with the Multifactor Leadership Questionnaire 5X-short by Avolio & Bass (2004) (an instrument measuring a constructive form of leadership, namely, Transformational Leadership);
- verify the concurrent validity of the Petty Tyranny Scale with an adapted version of the *Échelle de mesure des manifestations de la détresse psychologique* – a measure of psychological distress (ÉMMDP; Massé et al., 1998). For the purposes of this dissertation, the version adapted for the workplace reported in Gilbert et al. (2011) has been used, which directly measures psychological distress in the workplace;

- shorten the Petty Tyranny Scale due to the field research¹⁹ impracticality of the long original six-factor scale.

5.2 Framework of study 1

Stanton et al. (2002) present a step-by-step best practices approach to scale reduction. These steps can be summarized as follows:

- First, indices of internal, external, and judgmental item qualities should be generated.²⁰ In the present case, to assess internal item quality, item measurement error terms were relied on since a confirmatory factor analysis was carried out to validate the Petty Tyranny Scale. Next, factor and overall external quality of the Petty Tyranny Scale was assessed by means of correlations with factors of Transformational Leadership and mean Abusive Supervision (two other leadership behavior instruments) and a common outcome of Petty Tyranny, namely psychological distress. Finally, judgmental item quality (for ex., face validity) was assessed by a research team composed of five organizational researchers and four second and third year industrial

¹⁹ According to Stanton et al. (2002), when longer questionnaires are used to survey workers, these tend to have more missing data and higher refusal rates compared to shorter questionnaires, probably due to the time investment involved in properly completing them. These issues associated with long questionnaires are particularly amplified in today's organizational research context, where online survey formats are becoming more and more used. This is a non-negligible issue, given that online questionnaires, compared to their paper counterparts, require even more pages to present the same information.

²⁰ *Internal item quality* refers to properties of items that can be assessed in reference to other items on the scale or in reference to the scale's summated scores. *External item quality* refers to connections between the scale (or its individual items or factors) and other constructs. Construct and convergent validities are examples of external scale quality. Finally, *judgmental item quality* refers to those issues that require subjective judgment and are difficult to assess in isolation of the context in which the scale is administered. Face validity is an example of judgmental item quality.

and organizational psychology doctoral students including the author of this dissertation.

- Second, the reduced-length scale should be cross-validated in a new sample.
- Third, the cross-validation data should be analyzed for basic psychometric characteristics and the validity relationships of the original scale should be replicated when possible.

5.2.1 Dimensionality of the Échelle de la petite tyrannie (EPT)

We translated Ashforth's Petty Tyranny Scale *Échelle de la petite tyrannie* (EPT). The original scale was developed by Ashforth (1987) based on descriptions of tyrannical behavior from the management, social psychological, social work and political science literatures (Ashforth 1987; 1994; 1997). Exploratory factor and item analyses by Ashforth (1987) revealed six factors for the scale, which Ashforth labeled: (1) arbitrariness and self-aggrandizement, (2) belittling subordinates, (3) lack of consideration, (4) forcing conflict resolution, (5) discouraging initiative, and (6) noncontingent punishment. The first hypothesis of the present study pertains to the dimensionality of the EPT. The translation/back translation procedure employed in this dissertation (described below) enabled to maintain the integrity of the original Petty Tyranny factors. As such, the factor structure of the EPT was expected to be identical to Ashforth's original scale.

H1: The EPT will be composed of six factors.

5.2.2 Petty Tyranny and Abusive Supervision

Researchers have reasoned for conceptual similarities between Tepper's Abusive Supervision and Ashforth's Petty Tyranny (Bamberger & Bacharach, 2006; Harvey et

al., 2007; Krasikova et al., 2013; Schyns & Schilling, 2013; Tepper, 2007; Zellars et al., 2002). Both types of leader behaviors involve subordinate perceptions of an immediate superior mistreating his or her subordinates, excluding physical contact. With respect to the instruments available to measure both phenomena, there seems to be considerable overlap between the items. For example, Ashforth's item "Criticizes subordinates in front of others" is semantically similar to Tepper's "Puts me down in front of others" and Ashforth's "Belittles or embarrasses subordinates" is captured by Tepper's "Tells me I'm incompetent" and "Ridicules me". In order to appropriately position the Petty Tyranny concept within the destructive leadership literature along with the Abusive Supervision construct, the second hypothesis pertains to the verification of the convergent validity of the EPT with the French-Canadian translation of the Abusive Supervision Scale that was created for this dissertation. Convergent validity refers to the degree to which two measures designed to measure the same construct are related. Specifically, convergence is found if the two different measures of the same construct are highly correlated (Netemeyer, Bearden, & Sharma, 2003). In this dissertation, Cohen's (1992) standard for interpreting the effect size of convergent validity coefficients is relied on; specifically, small ($r=0.10$), medium ($r=0.30$), and large ($r=0.50$).

H2: Petty Tyranny will be positively correlated with Abusive Supervision.

5.2.3 Petty Tyranny versus Transformational Leadership

Further, in order to appropriately position Petty Tyranny in the destructive leadership literature, the former should be negatively related to constructive leadership behaviors. Transformational Leadership has been chosen to represent a constructive form of leadership for both empirical and theoretical reasons. Specifically, while destructive forms of leadership have been consistently linked to aspects of follower distress (Ashforth, 1997; Tepper, 2007), Transformational Leadership has been linked to aspects of follower well-being (Arnold, Turner, Barling, Kelloway, & McKee,

2007; Podsakoff et al., 1990). For example, in a time-lagged study carried out with employees working within the elderly care sector in Denmark²¹, Nielsen, Randall, Yarker, & Brenner (2008) found that Transformational Leadership was linked with increased follower well-being ($r=0.27, p < 0.01$). Further, those authors report that followers' experience of a meaningful work environment, role clarity, and opportunities for development partially mediated the relationship between transformational leadership and followers' well-being. That study is significant, because it mirrors some of the hypothesized links in the present dissertation. Specifically, in this dissertation, it was also hypothesized that some of the ways in which followers mentally represent their work environment (i.e., elements of climate) mediate the relationship between leadership behaviors and followers' mental health.

Although different measures of Transformational Leadership have been used for research purposes (for ex., Pearce & Sims, 2002), most are consistent with the operationalization of Transformational Leadership proposed by Bass (1985). By far, the most widely used instrument to measure Transformational Leadership is the Multifactor Leadership Questionnaire 5X-short (MLQ 5X-short; Avolio & Bass, 2004). Conceptually, both leadership styles (Transformational vs. Petty Tyranny) should be negatively related since, on the one hand, transformational leaders consider the needs of their subordinates, share risks with followers, and behave consistently (Bass & Avolio, 1994) and, on the other hand, Ashforth (1987; 1994; 1997) writes that petty tyrants systematically belittle their subordinates, take credit for work done by subordinates, and tend to display arbitrary behaviors, such as making up arbitrary rules. However, the negative correlation between Petty Tyranny and Transformational Leadership should not be too high, given that it has been argued that destructive

²¹ In that study, an 18-month period separated Time 1 and Time 2. The final samples were N=447 and N=274 for Time 1 and Time 2 respectively, but the authors do not report the final sample size for the complete pairings.

leader behaviors are not simply the reverse or absence of constructive leadership behaviors (Ashforth, 1994; Einarsen et al., 2007; Tepper, 2000). More specifically, the *relative* correlation of the EPT with Abusive Supervision is expected to be higher than its *relative* correlation with Transformational Leadership, given the underlying theory on the distinctiveness of destructive leadership. This analysis of relative correlations between a construct of interest with other related constructs is very similar to convergent and discriminant validity analyses (i.e., construct validity analysis) (Campbell & Fiske, 1959)²². While discriminant validity of the EPT is not formally assessed in this study, Petty Tyranny and Transformational Leadership are conceptually different and this assumption is expected to be verified in the magnitude of their correlation.

H3: Petty Tyranny will be negatively correlated with Transformational Leadership.

5.2.4 Petty Tyranny and psychological distress at work

Hypothesis 4 is concerned with concurrent validity – which is an aspect of criterion validity - of the EPT. Criterion validity is subdivided into two types: concurrent validity and predictive validity. Concurrent validity is demonstrated “by producing a high positive correlation between two measures- the measurement instrument and the criterion- both of which are made at approximately the same time” (Yegidis & Weinbach, 2002, p 209). Alternately, predictive validity exists when there is evidence of a correlation between a measure and some *future* performance or behavior. Both aspects of criterion validity refer to the extent to which the focal measure is related to another measure of interest. The difference between both forms of criterion validity mainly lies in the temporal relationship between the focal measure and the criterion.

²² Discriminant validity assesses the degree to which two measures designed to measure similar, but conceptually different, constructs are related. A low to moderate *relative* correlation is often considered evidence of discriminant validity (Netemeyer et al., 2003).

The external criterion can either be an objective measure, such as sick days taken, or another instrument (see Netemeyer et al., 2003 and Pennato, Berrocal, Bernini, Rivas, 2013 for examples of this later method of verifying criterion validity). In line with previous research on Abusive Supervision correlates, it was predicted in this dissertation that higher perceptions of Petty Tyranny would be related to higher levels of subordinates' psychological distress at work. Given that both measures are temporally separated by only a one week interval, the empirical verification of this prediction would demonstrate the concurrent validity of the Petty Tyranny Scale.

H4: Petty Tyranny will be positively correlated with psychological distress.

5.3 Methods

5.3.1 Procedure

At the beginning of the summer 2009 term, four undergraduate groups were solicited to participate in the study for course credit. The project was presented as a study on well-being at work, with a focus on instrument validation. The data were collected at two different time periods and the questionnaires were presented in paper and pencil format. A non-experimental time-lagged design was adopted, as a one week interval spanned between both measurement periods. Confidentiality was ensured and the last four digits of each participant's telephone number were collected to pair Time 1 and Time 2 data. Petty Tyranny and Transformational Leadership were measured at Time 1, while Abusive Supervision and psychological distress at work were measured at Time 2.²³ Podsakoff et al. (2003) writes that this temporal separation of variables could be used when a between-subjects approach (such as the one adopted by Ashforth, 1997) is not possible. Both Podsakoff et al. (2003) and Spector (2006) present this temporal separation of predictor and outcome variables approach as a

²³ This temporal separation of similar constructs reduces the common method variance bias (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003).

viable solution to help reduce common method variance. Specifically, this approach should reduce biases in the retrieval stage of the response process by eliminating the saliency of any contextually provided retrieval cues. Further, it should reduce the respondent's ability to use previous answers to fill in gaps in what is recalled and/or to infer missing details (Podsakoff, 2003). However, to the best of our knowledge, the exact period of time of the delay is not specified. Essentially, Podsakoff et al. (2003) and Spector (2006) discuss the importance of ensuring a delay that is long enough to eliminate respondents' recall of previously collected data by allowing sufficient time for the information to leave short-term memory (at Time 2, recall of Time 1 measures) as well as other effects such as mood²⁴ (at Time 2, similarity of mood with Time 1 should be eliminated), yet not so long as to avoid the possibility of masking a relationship that really exists. Given the student population solicited for Study 1 of this dissertation, it was assessed that a one-week interval was sufficient to eliminate unwanted recall and mood effects, while at the same time not so long as to allow for the intrusion of potentially confounding factors.

5.3.2 Participants

The participants were undergraduate students enrolled in a business administration course from a Montreal university. Of the 270 working students that were asked to participate in the study, 243 submitted partially completed questionnaires, with 222 having fully completed the research survey at Time 1 and Time 2. Among those participants having submitted usable data, only those having worked with their current supervisor for at least 6 months were considered. The final sample was thus composed of 184 students who were also employed workers having accumulated

²⁴ A person's mood at the time they complete a questionnaire can affect responses to some questions (Spector, 2006). For example, answering questions about one's supervisor might trigger either a negative or positive mood and this mood might influence respondents' answers to subsequent questions about their psychological health.

significant work experience (average number of years while on the work force = 12 years; SD=8; minimum = 6 months; maximum = 35 years). Seventy four percent were women and the vast majority were between 18-39 years of age (48% aged 18-29 and 35% were in the 30-39 year age group). Ethics approval was obtained prior to collecting the data (see ethics certificate presented in Appendix A).

5.3.3 Measures

To ensure equivalence of the study's instruments with their original counterparts, all instruments were translated to French-Canadian using a translation/backtranslation procedure similar to the one proposed by Brislin (1970). Namely, for each scale, two bilinguals from the research team described at the beginning of this chapter were approached: one translated from the original English version to French and one blindly translated back from the French version to English. Next, both English versions were closely examined by the entire research team for item meaning equivalency. In cases where the meaning of two same English items was judged as being non-equivalent, these discrepancies were noted and, if necessary, changes were made to the French item based on the collective judgment of the research team in order to restore meaning equivalency between the French and English versions. Finally, data were collected and the translated scales' internal consistencies were assessed (i.e., by either calculating Cronbach alphas or carrying out Confirmatory Factor Analyses).

The confirmatory factor analyses were performed with AMOS 17.0. The covariance matrices generated by the maximum likelihood method were used to verify the goodness of fit of the models. Different indices were used to evaluate the models. While a non-significant chi-square indicates absolute model fit, this statistic is largely influenced by sample size. In other words, "the probability of rejecting any model increases as N increases, even when the model is minimally false" (Bentler & Bonett, 1980, p. 591). As such, relative fit indices were also used to assess model fit. Namely,

the normed chi square (chi square/DF), the Comparative Fit Index (CFI), the Tucker-Lewis Index (TLI), the Standardized Root Mean Square Residual (SRMR), and the Root Mean Square Error of Approximation (RMSEA). A chi square/df value below 5 is considered a reasonable fit (Bollen, 1989). Values above 0.95 or 0.90 for the CFI and TLI, below 0.06 or between 0.06 and 0.08 for the RMSEA, and below .08 for the SRMR indicate an adequate or excellent fit (Hu & Bentler, 1999; Kline, 2010; Vandenberg & Lance, 2000). Finally, beyond examining the various fit indices to evaluate the models, an assessment of the reliability of each latent variable – based on the rho coefficient and proportion of variance explained - is also required. It is generally agreed that rho coefficients and variance explained values must be greater than 0.70 and 0.50, respectively (Kline, 2010).

The study's instruments are presented in Appendix B.

Petty Tyranny. Petty Tyranny (Ashforth, 1987) was measured with the *Échelle de la petite tyrannie* (EPT), composed of 47 items, mostly measured on a 5-point frequency scale, from *never* to *very often*. The instrument covers six dimensions, namely: (1) arbitrariness and self-aggrandizement, (2) belittling subordinates, (3) lack of consideration, (4) forcing conflict resolution, (5) discouraging initiative, and (6) noncontingent punishment. Ashforth (1987) reported Cronbach alphas for the original scale between 0.81 and 0.94 and a mean reliability of 0.90. Further, Ashforth (1987) reported high factor intercorrelations ($r=0.42 - 0.75$, with a mean intercorrelation of $r=0.58$). Tabachnick & Fidell (1996) recommend the use of overall scores when high intercorrelations among factors are found. As such, a global Petty Tyranny score will be computed to test hypotheses H2 through H4, provided that high factor intercorrelations of the EPT will also be found in the present sample.

Abusive Supervision. Abusive Supervision (Tepper, 2000) was measured with the *Échelle de supervision abusive* (ESA), composed of 15 items, measured on a 5-point

frequency scale, from *never* to *very often*. As a result of exploratory and confirmatory factor analyses, Mitchell and Ambrose (2007) reported two independent factors for the scale: (1) passive-aggressive abusive behavior, and (2) active-aggressive abusive behavior. A confirmatory factor analysis (CFA) with the ESA was carried out for this dissertation in order to verify the hypothesized 2-factor structure of the original instrument. Results revealed fairly acceptable model fit, ($\chi^2(43)=165.53, p<0.001$, RMSEA=0.12, SRMR=0.05, CFI=0.90). Further, both factors are highly correlated ($r=0.72$), which justifies the computation of a global Abusive Supervision score, which is consistent with past research that have used Tepper's instrument. As such, a global Abusive Supervision score will be computed to test hypothesis H2.

Transformational Leadership. Transformational Leadership was measured with the three Transformational Leadership factors from the MLQ-5X-short, namely, Individual Consideration, Intellectual Stimulation, and Charisma/Inspirational. Avolio and Bass (2004) describe these factors as follows: "Charisma/Inspirational - Provides followers with a clear sense of purpose that is energizing; a role model for ethical conduct which builds identification with the leader and his/her articulated vision; Intellectual Stimulation - Gets followers to question the tried and true ways of solving problems; encourages them to question the methods they use to improve upon them; Individualized Consideration - Focuses on understanding the needs of each follower and works continuously to get them to develop to their full potential" (Avolio & Bass, 2004, p. 50). The MLQ-5X-short was translated *Questionnaire de leadership multifactoriel* (QLM-5X-ct). Avolio and Bass (2004) report that a six-factor structure represents the best model fit. In addition to the three Transformational Leadership factors, the MLQ-5X-short is composed of the following factors: Contingent Reward, Active Management-by-Exception, and Passive Avoidant behaviors. Confirmatory factor analysis (CFA) with the QLM-5X-ct were carried out in order to verify the hypothesized six-factor structure of the original instrument. Results revealed acceptable model fit, ($\chi^2(215)=495.66, p<0.001$, RMSEA=0.07,

SRMR=0.06, CFI=0.90). Further, all three factors are highly correlated ($r=0.77$ to 0.84), which justifies the computation of a global Transformational Leadership score, which is consistent with past research (Braun, Peus, Weisweiler, & Frey, 2013; Tims, Bakker, & Xanthopoulou, 2011). As such, a global Transformational Leadership score will be computed to test hypothesis H3.

Psychological distress. Psychological distress was measured with a measure adapted for the workplace by Gilbert et al. (2011). This measure is an adaptation of the instrument by Massé et al. (1998). Gilbert et al. (2011) mainly adapted the instructions of the original measure and some items in order to appropriately measure distress in the workplace as opposed to distress in general. Next, in their validation study, based on Exploratory Factor Analyses, they reported that a three-factor solution explained 58.64% of the variance in their sample. They labeled these factors: irritability/aggressivity (7 items), anxiety/depression (9 items) and work disengagement (7 items). They reported high factor intercorrelations (0.72 and 0.74). Further, in this sample, the internal consistency of the questionnaire is very good, $\alpha=0.96$. As such, a global psychological distress score will be computed to test hypothesis H4.

5.4 Results

In order to test hypothesis 1, a CFA with the EPT was performed in order to assess the fit of the data to the hypothesized six-factor structure (Ashforth, 1987). The use of CFAs is recommended when there is a theory about the underlying factor structure of an instrument (Tabachnick & Fidell, 2007). Although the original Petty Tyranny Scale was translated, the translation/back translation procedure that was herein employed enabled to maintain the integrity of the original item wording and meaning. As such, the EPT was expected to be composed of the same six factors as the original instrument. Results revealed an unsatisfactory model fit for the 47-item version, ($\chi^2(1019)=1679.18, p<0.001, RMSEA=0.06, SRMR=0.05, CFI=0.87$), which might be

due to the number of items presenting high measurement error terms (>0.50). Table 5.1 features the factor loadings and measurement errors for all the 47 items of the EPT.

Table 5.1

Factor loadings and measurement errors for all the 47 items of the EPT

Item	Factor	Factor loading	Squared multiple correlation	Measurement error variance
Force l'acceptation de son point de vue	FCR	0.88	0.78	0.22
Insiste sur une solution	FCR	0.28	0.08	0.92
Exige que les choses se déroulent à sa manière	FCR	0.90	0.81	0.19
N'accepte pas qu'on lui dise non	FCR	0.80	0.64	0.36
Impose sa solution	FCR	0.89	0.79	0.21
Encourage ses employés à participer aux décisions importantes (R)	DI	0.69	0.47	0.53
Exprime son appréciation lorsqu'un employé fait du bon travail (R)	DI	0.72	0.53	0.47
Encourage l'initiative à l'intérieur de l'équipe (R)	DI	0.73	0.53	0.47
Encourage ses employés à s'exprimer lorsqu'ils ne sont pas d'accord avec une décision (R)	DI	0.78	0.61	0.39
Fait confiance au bon jugement de ses employés (R)	DI	0.72	0.53	0.47
Forme ses employés à assumer plus de responsabilité/d'autorité (R)	DI	0.75	0.56	0.44
Fait de petites choses pour rendre agréable d'être membre de l'équipe (R)	LC	0.72	0.51	0.49
Traite tous les membres de l'équipe comme ses égaux (R)	LC	0.75	0.56	0.44
Veille au bien-être des membres de son équipe (R)	LC	0.79	0.62	0.38

Item	Factor	Factor loading	Squared multiple correlation	Measurement error variance
Traite ses employés avec considération (R)	LC	0.83	0.69	0.31
Met ses employés à l'aise lorsque ceux-ci lui parlent (R)	LC	0.80	0.64	0.36
Fait tout les efforts possibles pour connaître ses employés (R)	LC	0.69	0.47	0.53
Fait tout ce qui lui est possible pour aider un employé (R)	LC	0.80	0.63	0.37
Est sympathique et facile d'approche (R)	LC	0.77	0.60	0.40
Me tient souvent responsable de choses sur lesquelles je n'ai pas de contrôle	NP	0.83	0.68	0.32
Me réprimande souvent sans que je ne sache pourquoi	NP	0.84	0.71	0.29
Se montre souvent critique de mon travail, même si je le fais bien	NP	0.80	0.65	0.35
Est souvent mécontent de mon travail sans raison apparente	NP	0.85	0.72	0.28
Critique sévèrement ses employés qui font des erreurs	BS	0.79	0.63	0.37
Exagère l'importance des erreurs et faiblesses de ses employés	BS	0.76	0.58	0.42
Est injuste envers l'ensemble de l'équipe	BS	0.63	0.40	0.60
Critique ses employés devant les autres	BS	0.73	0.53	0.47
Dévalorise ou diminue ses employés	BS	0.75	0.56	0.44
Crie après ses employés	BS	0.71	0.51	0.49

Item	Factor	Factor loading	Squared multiple correlation	Measurement error variance
Critique ses employés sur des sujets/questions personnels	BS	0.67	0.44	0.56
À « la mèche courte »	BS	0.60	0.36	0.64
Est injuste dans l'application des politiques organisationnelles	ASA	0.54	0.29	0.71
Use de favoritisme à l'endroit de certains employés	ASA	0.56	0.32	0.68
Recourt à son autorité ou à son statut pour « faire avancer les choses »	ASA	0.50	0.25	0.75
Se vante, se pavane ou cherche à en mettre plein la vue aux autres	ASA	0.68	0.46	0.54
Traite ses employés de manière condescendante ou paternaliste	ASA	0.57	0.32	0.68
Utilise son autorité ou son statut à des fins personnelles	ASA	0.73	0.54	0.46
Prétend que les employés devraient lui être reconnaissants	ASA	0.62	0.39	0.61
Fait sentir aux employés qu'il (elle) leur fait une faveur alors qu'il (elle) ne fait que son travail	ASA	0.62	0.39	0.61
Exige que ses employés suivent des règles qu'il enfreint lui-même	ASA	0.62	0.38	0.62
Délègue le travail qu'il ne veut pas faire	ASA	0.54	0.29	0.71
Met en place des règles arbitraires	ASA	0.27	0.07	0.93
Tient ses promesses (R)	ASA	0.44	0.19	0.81
Tire profit de son statut auprès des employés	ASA	0.83	0.70	0.30

Item	Factor	Factor loading	Squared multiple correlation	Measurement error variance
Protège « son territoire » contre les autres qui se trouvent à l'extérieur de son équipe	ASA	0.52	0.27	0.73
S'attribue le crédit pour le bon travail réalisé par les autres	ASA	0.71	0.51	0.49
Blâme les autres pour ses propres erreurs	ASA	0.73	0.54	0.46

FCR=Forcing conflict resolution; DI=Discouraging initiative; LC=Lack of consideration; NP=Non-contingent punishment; BS=Belittling subordinates; ASA=Arbitrariness and self-aggrandizement

Coefficients in bold highlight measurement error terms larger than 0.50.

Items with measurement errors greater than 0.50 (bold items from Table 5.1) were removed (Kline, 2010), resulting in a 28-item version of the EPT (labeled the EPT-28), improving the model fit²⁵, ($\chi^2(335)=562.10$, $p<0.001$, RMSEA=0.06, SRMR=0.05, CFI=0.93). Table 5.2 presents the factor loadings and measurement errors for the items of the EPT-28 (i.e., items with error terms greater than 0.50 removed) and the variance explained and reliabilities for each of the six factors.

²⁵ The item, "yells at subordinates" was also removed for the following reasons: (a) this item is less specific than other items belonging to this factor, (b) the other four items from this factor cover unique facets of the factor and (c) its measurement error was close to 0.50. Reasons a) and b) are consistent with scale reduction best practices outlined in Stanton et al. (2002).

Table 5.2

Factor loadings and measurement errors per items and variance and reliabilities per factor for the EPT-28

Item	Factor	Factor loading	Squared multiple correlation	Measurement error variance	Variance explained by factor	Reliability of factor
Blâme les autres pour ses propres erreurs	ASA	0.78	0.62	0.38		
S'attribue le crédit pour le bon travail réalisé par les autres	ASA	0.72	0.51	0.49		
Tire profit de son statut auprès des employés	ASA	0.80	0.64	0.36		
Utilise son autorité ou son statut à des fins personnelles	ASA	0.70	0.50	0.50	57%	0.84
Dévalorise ou diminue ses employés	BS	0.70	0.50	0.50		
Critique ses employés devant les autres	BS	0.73	0.53	0.47		
Exagère l'importance des erreurs et faiblesses de ses employés	BS	0.78	0.61	0.39		
Critique sévèrement ses employés qui font des erreurs	BS	0.81	0.66	0.34	57%	0.84
Est souvent mécontent de mon travail sans raison apparente	NP	0.85	0.72	0.28		

Item	Factor	Factor loading	Squared multiple correlation	Measurement error variance	Variance explained by factor	Reliability of factor
Se montre souvent critique à l'égard de mon travail, même si je le fais bien	NP	0.80	0.64	0.36		
Me réprimande souvent sans que je ne sache pourquoi	NP	0.84	0.71	0.29		
Me tient souvent responsable de choses sur lesquelles je n'ai pas de contrôle	NP	0.83	0.68	0.32	69%	0.90
Est sympathique et facile d'approche (R)	LC	0.77	0.59	0.41		
Fait tout ce qui lui est possible pour aider un employé (R)	LC	0.79	0.63	0.37		
Met ses employés à l'aise lorsque ceux-ci lui parlent (R)	LC	0.80	0.64	0.36		
Traite ses employés avec considération (R)	LC	0.83	0.68	0.32		
Veille au bien-être des membres de son équipe (R)	LC	0.78	0.61	0.39		
Traite tous les membres de l'équipe comme ses égaux (R)	LC	0.75	0.57	0.43		
Fait de petites choses pour rendre agréable d'être membre de l'équipe (R)	LC	0.71	0.51	0.49	60%	0.91

Item	Factor	Factor loading	Squared multiple correlation	Measurement error variance	Variance explained by factor	Reliability of factor
Forme ses employés à assumer plus de responsabilité/d'autorité (R)	DI	0.73	0.54	0.46		
Fait confiance au bon jugement de ses employés (R)	DI	0.74	0.55	0.45		
Encourage ses employés à s'exprimer lorsqu'ils ne sont pas d'accord avec une décision (R)	DI	0.78	0.61	0.39		
Encourage l'initiative à l'intérieur de l'équipe (R)	DI	0.73	0.53	0.47		
Exprime son appréciation lorsqu'un employé fait du bon travail (R)	DI	0.71	0.51	0.49	55%	0.86
Impose sa solution	FCR	0.89	0.79	0.21		
N'accepte pas qu'on lui dise non	FCR	0.81	0.65	0.35		
Exige que les choses se déroulent à sa manière	FCR	0.89	0.80	0.20		
Force l'acceptation de son point de vue	FCR	0.88	0.77	0.23	75%	0.92

FCR=Forcing conflict resolution; DI=Discouraging initiative; LC=Lack of consideration; NP=Non-contingent punishment; BS=Belittling subordinates; ASA=Arbitrariness and self-aggrandizement

All six factors of the EPT-28 are significantly correlated ($r=0.51$ to 0.85 , mean $r=0.65$), which justifies the computation of a global Petty Tyranny score to test hypotheses 2, 3 and 4, which is consistent with past research (Ashforth, 1997).

In Appendix C, the means, standard deviations and frequencies per item for this 28-item version of the six-factor Petty Tyranny Scale are presented. Based on these descriptive statistics, the reader will note that the manifestation of Petty Tyranny is relatively low. Although low, these results compare to the means of Petty Tyranny and other forms of destructive leadership (for ex., Abusive Supervision and Tyrannical Leadership) reported in the literature. The means and standard deviations of Petty Tyranny and other very similar forms of destructive leadership (i.e., Tyrannical Leadership and Abusive Supervision) reported in previous studies are presented in Table 5.3.

Table 5.3

Means and standard deviations of Petty Tyranny and other forms of destructive leadership reported in the literature

Studies having studied Petty Tyranny or similar types of destructive leadership	N	Scale	Mean	SD
<u>Petty Tyranny</u>				
Ashforth (1997)	88	5-point scale	2.20	0.82
Kant et al. (2013)	169	5-point scale	1.62	0.79
Larlee (1999)	41	5-point scale	1.82	0.49
<u>Tyrannical Leadership</u>				
Aasland et al. (2010)	2539	NA ²⁶	0.11	0.26
<u>Abusive Supervision</u>				
Harvey et al. (2007)	715	4-point scale ²⁷	1.29	0.53
Tepper (2000)	362	5-point scale	1.38	0.53
Yagil (2006)	249	5-point scale	1.61	0.59
Tepper et al. (2007)	342	5-point scale	1.42	0.57
Hobman et al. (2009)	129	6-point scale ²⁸	1.43	0.66
Harris et al. (2013)	233	5-point scale	1.42	0.62

²⁶ Unfortunately, Aasland et al. (2010) do not describe their scale. Two attempts were made to obtain this information electronically, but without success.

²⁷ Given that the scale used by Harvey et al. (2007) is different from the one used in this dissertation, the mean and standard deviation reported in their study should be interpreted with caution.

²⁸ Given that the scale used by Hobman et al. (2009) is different from the one used in this dissertation, the mean and standard deviation reported in their study should be interpreted with caution.

In past research, mean destructive leadership ranged between $M=0.11$ and $M=2.20$ for the studies reviewed in Table 5.3. Although the occurrence of destructive leadership is relatively low, its detrimental effects on followers' psychological distress are well documented. Put differently, the means presented in Table 5.3 are evidence that destructive leadership consistently occurs in various organizations, across cultures and sectors.

Table 5.4 presents the descriptive statistics of all the study variables. It is interesting to note that, in this sample, the Petty Tyranny Scale presented a higher mean and better variance than the Abusive Supervision Scale. Although both scales measure destructive forms of leadership, based on these descriptive statistics, the Petty Tyranny Scale seems to be a more sensitive measure of the phenomenon.

Table 5.4

Means and standard deviations of the study variables (Study 1, first sample)

Variable	Mean	SD
Abusive Supervision	1.51	0.60
Petty Tyranny (long 28 items)	2.26	0.78
Transformational Leadership	3.23	0.96
Distress	1.78	0.66

N=165 with listwise deletion

Hypotheses 2, 3 and 4 were tested using Pearson correlations using the 28-item version of the EPT. Results revealed that Petty Tyranny is highly correlated with Abusive Supervision ($r=0.73$, $p<0.01$) supporting hypothesis 2 and providing evidence for the convergent validity of the EPT-long (28 items). Further, Petty Tyranny is very highly correlated with Transformational Leadership ($r = -0.85$, $p<0.01$), supporting hypothesis 3 which predicted that the correlation between both of those constructs be significant. Finally, Petty Tyranny is moderately correlated with

psychological distress at work ($r = 0.36, p < 0.01$), supporting hypothesis 4 and providing evidence for the concurrent validity of the EPT-long. This effect size is comparable to the correlations reported in past studies²⁹.

Table 5.5

Descriptive statistics of the EPT-28, the EPT-12 and the ESA (Study 1)

	Min.	Max.	M	SD	Variance	Skewness	Kurtosis
EPT-28	1.00	4.63	2.26	0.78	0.61	0.71	0.19
EPT-12	1.00	4.17	1.89	0.81	0.65	1.12	0.19
ESA	1.00	4.09	1.51	0.60	0.35	1.76	0.18

ESA=Échelle de Supervision Abusive (French-Canadian translation of the Abusive Supervision Scale)

N=184

5.4.1 Analysis of the EPT-long

Next, in order to practically study Petty Tyranny in organizations, a shorter - yet still metrically sound - instrument is needed. Another objective of study 1 is to create and validate a shorter and more parsimonious version of the Petty Tyranny Scale using Ashforth's original scale as the starting point. The new shorter scale should be consistent with the definition of Petty Tyranny, but it should also fit in with the broader construct of destructive leadership for theory development purposes. Further, since the new short scale should be parsimonious, it should not be redundant with other related leadership behavior instruments. As such, the first step was to analyze the Petty Tyranny six factors in relation to Transformational Leadership (constructive leadership) and Abusive Supervision (destructive leadership). Although Petty

²⁹ As reported above, the average effect size of the Abusive Supervision and aspects of psychological distress linkage is $r=0.29$ (Grandey et al., 2007; Harris et al., 2013; Harvey et al., 2007; Hobman et al., 2009; Kernan et al., 2011; Tepper, 2000; Tepper et al., 2007; Yagil, 2006).

Tyranny is negatively related to Transformational Leadership, the correlations between the Petty Tyranny factors and Transformational Leadership should not be so high as to avoid instrument redundancy. It is generally agreed that correlations above 0.7 are suggestive of high construct overlap (Bernier & Pietrulewicz, 1997; Nunnally, 1967). However, since both Petty Tyranny and Abusive Supervision are both forms of destructive leadership, construct overlap (i.e., a correlation above .70) between those two measures is expected.

5.4.2 Conceptual analysis of the Petty Tyranny factors

Ashforth (1987, 1994, 1997) defines Petty Tyranny as the tendency to lord one's power over others. More specifically, a petty tyrant is a supervisor who uses his or her power and authority oppressively, capriciously and at times even vindictively (Ashforth, 1997). Ashforth (1987, 1994) describes the behaviors of a petty tyrant as including public criticism of subordinates, condescending behavior, emotional outbursts, threats and coercive supervision, and boastful behavior. As such, factors describing such self-aggrandizing, belittling and coercive behaviors directly refer to Petty Tyranny. Alternately, Ashforth's factor *Forcing conflict resolution* describes a conflict resolution style, which does not necessarily go hand in hand with tyrannical behavior or the broader destructive leadership literature. Similarly, the items from Ashforth's factors *Lack of consideration* and *Discouraging initiative* respectively describe a leader that fails to treat subordinates as individuals and that does not provide subordinates with opportunities for development and growth. These latter behaviors closely resemble a *lack of* Transformational Leadership behaviors, which is redundant and robs the Petty Tyranny Scale of parsimony.

5.4.3 Empirical analysis of the Petty Tyranny factors

Table 5.6 presents the correlation matrix between each of the six Petty Tyranny factors and global scores of Transformational Leadership (QLM-5X-ct) and Abusive Supervision (ESA).

Table 5.6

Correlation matrix between Petty Tyranny Scale factors and global Transformational Leadership and Abusive Supervision (Study 1, first sample)

Variable	Lack of consideration (LC)	DI	ASA	BS	NP	FCR	Transform. Leadership (global)
Discouraging initiative (DI)	0.85**						
Arbitrariness & Self-Aggrandizement (ASA)	0.63**	0.54**					
Belittling subordinates (BS)	0.58**	0.51**	0.74**				
Non-contingent punishment (NP)	0.67**	0.57**	0.74**	0.66**			
Forcing conflict resolution (FCR)	0.69**	0.63**	0.70**	0.65**	0.65**		
Transformational Leadership (global)	-0.85**	-0.84**	-0.58**	-0.53**	-0.65**	-0.64**	
Abusive Supervision (global)	0.62**	0.57**	0.66**	0.67**	0.75**	0.57**	-0.61**

** $p < 0.01$

Coefficients in bold highlight very high construct overlap ($|r| > 0.80$)

The following two conclusions can be drawn based on the correlation matrix found in Table 5.6: (1) Both *Lack of consideration* and *Discouraging initiative* are highly correlated with Transformational Leadership, indicating that these factors are virtually mirror opposites of Transformational Leadership. As such, these scales can be judged as highly overlapping (and thus being redundant) with another already established measure of leadership behaviors. For this reason, these two scales were removed from the new shorter version of the Petty Tyranny Scale. (2) The *arbitrariness and self-aggrandizement*, *belittling subordinates*, and *non-contingent*

punishment factors correlate the highest with Abusive Supervision, suggesting that these three factors converge best with Abusive Supervision.

This approach (i.e., convergent/discriminant validity analyses) is consistent with proper scale reduction practices recommended by Stanton et al. (2003) outlined at the beginning of the present chapter. Specifically, those authors recommend relying on indices of external item qualities - which are essentially connections between the scale (or its individual items or factors) and other constructs - in deciding which items or factors to eliminate when reducing long measures. In other words, scale overlap justifies the elimination of redundant items/scales. Although Stanton et al. (2003) do not specify the exact nature of a correlation that is suggestive of redundancy/overlap, it is generally agreed that correlations above 0.7 are suggestive of high construct overlap (Bernier & Pietrulewicz, 1997; Nunnally, 1967).

As such, a shorter version of the EPT was created, labeled EPT-12, which is composed of the arbitrariness and self-aggrandizement, belittling subordinates, and non-contingent punishment factors. The three factor structure of the EPT-12 was verified and results revealed a good model fit, ($\chi^2 (51)=121.36, p<0.001$, RMSEA=0.09, SRMR=0.05, CFI=0.94). Table 5.7 presents the item factor loadings, squared multiple correlations and measurement error terms, as well as the variance explained by each factor and the reliabilities. Figure 5.1 displays the final factor structure for the EPT-12 scale.

Table 5.7

Factor loadings and measurement errors per items and variance and reliabilities per factor for the EPT-12 (Study 1, first sample)

Item	Factor	Factor loading	Squared multiple correlation	Measurement error variance	Variance explained by factor	Reliability of factor
Blâme les autres pour ses propres erreurs	ASA	0.79	0.63	0.37		
S'attribue le crédit pour le bon travail réalisé par les autres	ASA	0.71	0.50	0.50		
Tire profit de son statut auprès des employés	ASA	0.80	0.63	0.37		
Utilise son autorité ou son statut à des fins personnelles	ASA	0.69	0.48	0.52	56%	0.84
Dévalorise ou diminue ses employés	BS	0.70	0.49	0.51		
Critique ses employés devant les autres	BS	0.73	0.53	0.47		
Exagère l'importance des erreurs et faiblesses de ses employés	BS	0.78	0.61	0.39		
Critique sévèrement ses employés qui font des erreurs	BS	0.82	0.67	0.33	58%	0.84

Item	Factor	Factor loading	Squared multiple correlation	Measurement error variance	Variance explained by factor	Reliability of factor
Est souvent mécontent de mon travail sans raison apparente	NP	0.85	0.73	0.27		
Se montre souvent critique à l'égard de mon travail, même si je le fais bien	NP	0.79	0.63	0.37		
Me réprimande souvent sans que je ne sache pourquoi	NP	0.84	0.71	0.29		
Me tient souvent responsable de choses sur lesquelles je n'ai pas de contrôle	NP	0.83	0.69	0.31	69%	0.90

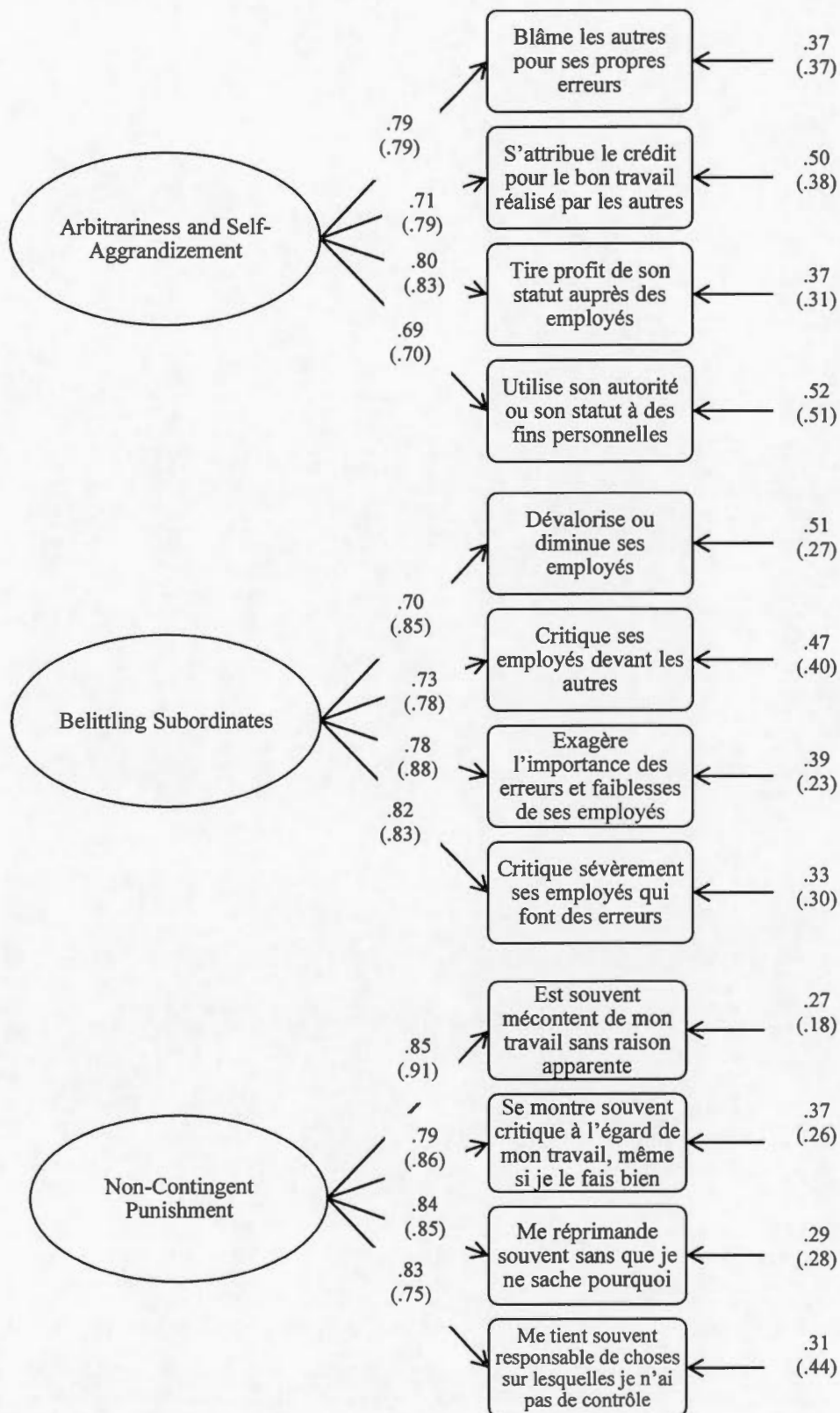


Figure 5.1 EPT-12, three-factor model.

Factor loadings and measurement errors in parentheses are from the cross-validation sample presented in section 5.5.5.

Next, before cross-validating the EPT-12 in a different sample, the bivariate correlational analyses carried out above to verify hypotheses 2 to 4 were re-run, but this time with the 12-item scale, in order to explore if the correlations changed much in the shorter version of the Petty Tyranny Scale. These preliminary verifications are important, because, as Stanton et al. (2002) stress, reduced scales should correlate highly with their full-length parents. Results revealed that, first, both the short and long versions of the Petty Tyranny Scale are significantly correlated ($r=0.87$, $p<0.001$). Next, the correlation between Abusive Supervision and the EPT-12 is still above 0.70 ($r=0.77$, $p<0.001$), but the correlation between Transformational Leadership and the EPT-12 is now lower, yet still significant ($r=-0.65$, $p<0.01$). Finally, the correlation between Petty Tyranny and psychological distress remains of similar magnitude ($r=0.39$, $p<0.01$). These correlations are evidence that the EPT-12 behaves very similarly to the original EPT-28 from which it derives. The only exception is the correlation between the EPT-12 and Transformational Leadership, which is now below 0.70 (as opposed to the correlation above 0.70 between the EPT-28 and Transformational Leadership, which suggested considerable construct overlap between Petty Tyranny and Transformational Leadership, which is contrary to underlying theory).

5.4.4 Distinctiveness assumption of the DL construct

Underlying theory suggests that destructive leadership *might* not be merely the absence of constructive leadership, but rather, that it has its own characteristic etiologies (Ashforth, 1994; Tepper, 2000). In other words, it is believed that destructive leader behaviors are not simply the flip side of positive leader behaviors (Einarsen et al., 2007). Einarsen et al. (2007) rest this assumption in part due to research on destructive aspects of leadership that document that this phenomenon includes a variety of different behaviors (Ashforth, 1994; Tepper, 2000). In other words, the research reviewed by Einarsen and colleagues documents behaviors that are clearly distinct from those displayed by constructive leaders. For example,

destructive leaders have been reported to openly criticize their followers (Ashforth, 1994), and even to yell at them (Tepper, 2000). It can thus be concluded, based on the improved correlation between the EPT-12 and Transformational Leadership, that the shorter Petty Tyranny Scale discriminates from Transformational Leadership better than its longer counterpart, which is considered a psychometric improvement.³⁰

5.4.5 Supplemental analysis

Although a main objective of this study was to validate a French-Canadian translation of Ashforth's Petty Tyranny Scale (namely, the original six-factor version and the shortened three-factor version), Tepper's Abusive Supervision Scale (translated *Échelle de supervision abusive*) is widely used in studies on Abusive Supervision. As such, in this sub-section, its descriptive statistics are compared to the Petty Tyranny instruments. As can be concluded upon examining Table 5.5, both Petty Tyranny Scales displayed better means, standard deviations, variance, skewness, and kurtosis coefficients in this sample.

5.5. Cross-validation of the EPT-12

Finally, before using the new EPT-12 in an organizational setting, its three-factor structure (without the discarded items) was cross-validated using a different sample in order to confirm the instrument's structure. This is consistent with recommendations made by Stanton et al. (2002) for best self-report scale reduction techniques and practices. This cross-validation without the discarded items is important, because past research has shown that item responses are highly dependent on the surrounding context within the instrument (Schwarz, 1999).

³⁰ It is important to note that these are only preliminary analyses, as opposed to an official cross-validation of the EPT-12. It is recommended that proper cross-validations of shortened scales be carried out with samples different from their long parent scales (Stanton et al., 2002).

Sample. This second sample consisted of a convenience sample. Specifically, participants were recruited by students enrolled in an undergraduate research laboratory in a Montreal university, during the winter 2011 term. As part of the course objectives, each student was asked to approach 10 workers from his or her personal network. The project was presented as a study on leadership styles and their correlates and the data were collected via a web-based survey. Between the 21 students registered in the course and three organizational researchers (which included the course instructor and two teacher's assistants), 510 workers were recruited and returned partially complete questionnaires and 377 sent fully completed questionnaires. Participants having reported as *never* in contact with their current supervisor, as well as those having been working under their current manager for less than 6 months were removed from the final sample. The final sample was thus composed of 338 workers that had returned fully completed questionnaires. Sixty three per cent were women and 66 per cent were between 20 and 39 years of age (20-29 years old=48%; 30-39 years old=18%). The vast majority were regular, full-time workers (56%). Both samples used for Study 1 were thus composed of real workers and characterized as being heterogeneous (i.e., both samples were composed of workers across various business sectors), with the second sample being larger and more diverse than the first. Heterogeneous samples are ideal for demonstrating that constructs have good external validity. Petty Tyranny, Transformational Leadership and psychological distress at work were measured using the same instruments as those used in the first sample of Study 1. The study's instruments for this second sample are presented in Appendix D.

Analyses. Descriptive statistics of the cross-validation study variables are presented in Table 5.8. The Petty Tyranny data (EPT-12) were fit to the three-factor model and results revealed an acceptable model fit, (χ^2 (51)= 215.36, $p < 0.001$, RMSEA=0.10, SRMR=0.04, CFI=0.94), with high factor intercorrelations (between $r=0.73$ and 0.84). Items, factor loadings, squared multiple correlations, measurement error terms,

variance explained by factor, as well as the reliability of the three factors are presented in Table 5.9.

Table 5.8

Means and standard deviations of the cross-validation study variables (Study 1, second sample)

Variable	M	SD
Petty Tyranny (EPT-12)	1.67	0.80
Transformational Leadership	3.33	0.89
Distress	1.83	0.67

N=308 with listwise deletion

Table 5.9

Factor loadings and measurement errors per items and variance and reliabilities per factor for the EPT-12 (Study 1, second sample)

Item	Factor	Factor loading	Squared multiple correlation	Measurement error variance	Variance explained by factor	Reliability of factor
Utilise son autorité ou son statut à des fins personnelles	ASA	0.70	0.49	0.51		
Tire profit de son statut auprès des employés	ASA	0.83	0.69	0.31		
S'attribue le crédit pour le bon travail réalisé par les autres	ASA	0.79	0.62	0.38		
Blâme les autres pour ses propres erreurs	ASA	0.79	0.63	0.37	61%	0.86
Dévalorise ou diminue ses employés	BS	0.85	0.73	0.27		
Exagère l'importance des erreurs et faiblesses de ses employés	BS	0.88	0.77	0.23		
Critique sévèrement ses employés qui font des erreurs	BS	0.83	0.70	0.30		
Critique ses employés devant les autres	BS	0.78	0.60	0.40	70%	0.91
Est souvent mécontent de mon travail sans raison apparente	NP	0.91	0.82	0.18		

Item	Factor	Factor loading	Squared multiple correlation	Measurement error variance	Variance explained by factor	Reliability of factor
Se montre souvent critique à l'égard de mon travail, même si je le fais bien	NP	0.86	0.74	0.26		
Me réprimande souvent sans que je ne sache pourquoi	NP	0.85	0.72	0.28		
Me tient souvent responsable de choses sur lesquelles je n'ai pas de contrôle	NP	0.75	0.56	0.44	71%	0.91

A graphical representation of this three-factor model is presented in Figure 5.1 on page 82.

In order to properly cross-validate the EPT-12, convergent validity with Transformational Leadership and concurrent validity with psychological distress were verified (Abusive Supervision data were not available in the cross-validation sample). Bivariate correlational analyses were performed. The correlation between the EPT-12 and Transformational Leadership ($r=-0.56, p<0.01$) is consistent with hypothesis 3 that predicted a significant correlation between both constructs, and also of similar magnitude to the preliminary analyses carried out with sample 1. This indicates that the EPT-12 has good convergent validity with Transformational Leadership, while at the same time, the measures are not redundant (Bernier & Pietrusewicz, 1997; Nunnally, 1967). Put differently, Petty Tyranny, as measured with the EPT-12, can be viewed as converging with Transformational Leadership (negative sign), yet both constructs do not overlap completely, which is in accordance with underlying theory. The correlation between the EPT-12 and psychological distress at work ($r=0.42$,

$p < 0.01$) is consistent with hypothesis 4 that predicted a significant correlation between both of these constructs, and also of similar magnitude to my preliminary analyses carried out with sample 1. This indicates that the EPT-12 has good concurrent validity with an established measure of psychological distress in the workplace. Unfortunately, the convergent validity of the EPT-12 with Abusive Supervision in this cross-validation sample could not be verified, as this measure was not taken at this time. The comparisons between the correlations between the different versions of the EPT (studies 1 and 2) and Abusive Supervision (convergent validity), Transformational Leadership (convergent validity, negative sign) and psychological distress at work (concurrent validity) are found in Table 5.10.

Table 5.10

Comparisons of the convergent and concurrent validities of the EPT-28, EPT-12 and cross-validation of the EPT-12

	EPT-28 (sample 1)	EPT-12 (sample 1)	EPT-12 (sample 2, cross-validation)
Abusive Supervision (convergent validity)	0.73*	0.77**	--***
Transformational Leadership (convergent validity, negative sign)	-0.85*	-0.65*	-0.56*
Psychological distress at work (concurrent validity)	0.36*	0.39*	0.42*

* $p < 0.01$

** $p < 0.001$

***Abusive Supervision data was not available for study 2

5.6 Conclusion

This study focused on the validation of a French-Canadian version of the Petty Tyranny Scale by Ashforth (1987), translated Échelle de la petite Tyrannie (EPT). Results revealed that, after removing items with high error terms, the hypothesized six-factor structure fit the data well. Further, the correlation with a measure of Abusive Supervision, a construct that is conceptually similar to Petty Tyranny, supported the convergent validity of the scale. However, the correlation with a measure of Transformational Leadership, a type of constructive leadership, was too high (above $r = -0.70$), indicating high overlap between both measures. This may be a problem, given that the literature on destructive leadership states that this form of influencing followers is not merely the absence of constructive behaviors (Ashforth, 1994; Einarsen et al., 2007; Tepper, 2000). Finally, the correlation of the EPT and a measure of psychological distress at work supported the concurrent validity of the instrument.

Another objective of this study was to create a shortened version of the EPT, based on the conceptual and empirical analysis of the original six factors. As a result, a three-factor 12-item version was created, by removing factors that were either not part of the Petty Tyranny definition or that correlated too highly with Transformational Leadership. The objective in adopting such a procedure was to create a shorter *and* more parsimonious version of the Petty Tyranny instrument. In order to distinguish between both scales, the first six-factor version was labeled EPT-28 and the shorter three-factor version was labeled EPT-12. The EPT-12 was cross-validated using a different sample and also featured good model fit. Convergent validity was verified using this second sample and results revealed that the EPT-12 features convergent validity with Transformational Leadership (negative correlation). Finally, the correlation of the EPT-12 and a measure of psychological distress at work supported the concurrent validity of the instrument and this correlation was comparable to the effect size of the correlation between psychological distress and the

EPT-28 found in study 1, but also with correlations reported in previous research (Grandey et al., 2007; Harris, Harvey, Harris, Cast, 2013; Harvey et al., 2007; Hobman et al., 2009; Kernan, Watson, Chen, & Kim, 2011; Tepper, 2000; Tepper et al., 2007; Yagil, 2006).

This study is a first step in developing the nomological network of Petty Tyranny, as a few of its connections with other constructs have been established (Cronbach & Meehl, 1955). Namely, its convergent validities with Abusive Supervision and Transformational Leadership and its concurrent validity with a unified measure of workplace distress were verified in this dissertation. Future studies could focus on expanding this nomological network by establishing the relationships of Petty Tyranny with other related and unrelated leadership measures. For example, the convergent validity between Petty Tyranny and other forms of destructive leadership presented in Table 2.1 is yet to be established, as well as the concurrent and predictive validities of Petty Tyranny with other undesirable workplace outcomes such as intent to quit and counterproductive workplace behaviors. Further, discriminant validities between Petty Tyranny and other unrelated constructive leadership behaviors, such as authentic leadership (Avolio & Gardner, 2005) and shared leadership (Pearce & Sims, 2002), could be established in order to further demonstrate the distinctiveness of destructive leader behaviors.

Although the results of this study confirm that Petty Tyranny and Abusive Supervision are indeed related constructs, both of the Petty Tyranny Scales validated in this study were slightly superior to the version of the Abusive Supervision Scale used in this dissertation. Future research could focus on more thoroughly comparing both scales, as well as their relationship to other instruments designed to measure aspects of destructive leadership.

Finally, results of this first study underscore that destructive leadership is present in Quebec organizations. In study 1, mean tyranny as measured by the EPT-28 and EPT-12 were respectively $M=2.26$ and $M=1.89$. In study 2, mean tyranny was $M=1.67$. These means are comparable to the means obtained in previous studies having used measures of Petty Tyranny and other measures of DL that are conceptually similar (i.e., Abusive Supervision, Tyrannical Leadership) as reported in Table 5.3. These studies were mainly conducted in the United States, but also in Israel, Norway, New Brunswick Canada and the Philippines. This implies that prevalence rates of DL might be comparable across cultures. Future studies could more specifically compare the prevalence of Petty Tyranny across cultures, as well as across different business sectors and management levels (i.e., upper versus line managers).

This study is not without limitations. First, a cross-sectional design was used. Although the variables were temporally separated in order to limit common method variance, a longitudinal study design with several measurement periods should be adopted in future studies whenever possible in order to determine the causal relationships between Petty Tyranny and followers' psychological distress at work. Second, Petty Tyranny perceptions were based on a single follower per manager. A minimum of two subordinates per manager is recommended for such studies (for ex., see Ashforth, 1997) in order to permit inter-rater agreement analyses.

While the impact of Transformational Leadership is extensively discussed in the literature, much less is known about the impact of and the mechanisms by which destructive leader behaviors impact followers. As such, in study 2 presented in the next chapter of this dissertation, this research gap is addressed.

CHAPTER VI

STUDY 2

6.1 Introduction

Now that the EPT-12 has been validated, the phenomenon of destructive leadership can be studied in Quebec health care organizations. This is important, because forms of destructive leadership have been linked to aspects of psychological distress. Further, employees' mental health has become an important issue in various sectors, particularly among the nursing profession. At the same time, the processes by which destructive forms of leadership affect followers' mental health need to be clarified. What is known, however, is that bad leadership perceptions negatively affect workplace climate and most Quebec nurses have recently reported poor working climates (Aiken et al., 2001). As such, this second study aims to:

- establish the relationship between perceived Petty Tyranny and Quebec nurses' workplace distress;
- test the indirect effect (mediation) of supportive climate in the Petty Tyranny -followers' psychological distress at work linkage.

6.2 Framework of study 2

The model illustrated in Figure 6.1 provides a graphical representation of the simple mediation model to be tested in this study.

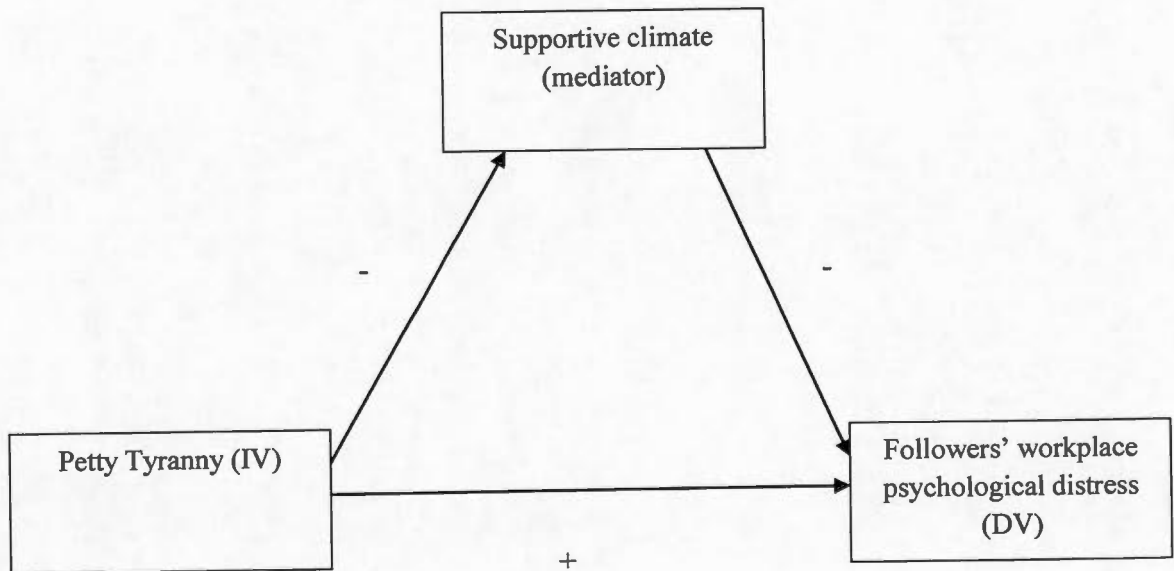


Figure 6.1 Graphical representation of the mediation model to be tested in study 2

To explain the relationships illustrated in Figure 6.1, Perceived Organizational Support and Conservation of Resources Theories are drawn upon. It is proposed that the relationship between Petty Tyranny and supportive climate can be conceptualized within a Perceived Organizational Support (POS) perspective. Further, this approach can be supplemented by principles of Conservation of Resources (COR) in order to understand why they also contribute to followers' psychological distress at work.

Before outlining the main components of these theories and explaining how they could help to understand the direction of the relationships in Figure 6.1, in the next sub-section, the definition of supportive climate used in this dissertation is provided.

6.2.1 Supportive climate (or perceived organizational support)

In this dissertation, Brunet and Savoie's (1999) supportive climate definition is used. According to this definition, an organization has a supportive climate when employees perceive that their organization considers them as important assets, recognizes their contribution, values job autonomy, and provides opportunities for development (Brunet & Savoie, 1999; Roy, 1989).

Organizational support perceptions - or perceived organizational support (POS) - are conceptualized as supportive climate perceptions in this study because of the conceptual similarities between both constructs. POS refers to the degree to which employees believe their organization values their contributions and cares about their well-being (Eisenberger et al. 1986; Rhoades & Eisenberger, 2002). Similarly, supportive climate is defined as employees' perception that their organization considers them as important assets, values job autonomy, and provides opportunities for development (Brunet & Savoie, 1999; Roy, 1989). Put differently, both concepts refer to individual thoughts about support received from one's organization and about the way the organization deals with its members. Further, both concepts have similar antecedents and consequences. Specifically, perceptions of justice and supervisor support predict POS (Rhoades & Eisenberger, 2002). Similarly, organizational reward and punishment systems and supervisor's leadership style have been suggested to be important drivers for organizational climate (Brunet & Savoie, 1999; Litwin & Stringer, 1968). Some of the consequences of POS include organizational commitment and increase job performance (Rhoades & Eisenberger, 2002) and these are also important outcomes of climate (Brunet & Savoie, 1999). In this dissertation, supportive climate is considered over POS, because the former is a broader

multidimensional construct. Specifically, POS is unidimensional (Rhoades & Eisenberger, 2002), while supportive climate refers to employee perceptions of being provided with autonomy support, developmental opportunities, and the extent to which they feel recognized and valued by their organization. These latter two climate factors are very in line with employee beliefs that their organization cares about their well-being and values their contributions, respectively (POS; Eisenberger et al. 1986). As opposed to POS, the definition and operationalization of supportive climate also includes autonomy support perceptions, thus offering wider coverage of the similar concepts.

6.2.2 Organizational Support Theory

According to organizational support theory, employees tend to assign humanlike characteristics to the organization (Eisenberger et al., 1986). Specifically, behaviors from representatives of the organization (for ex., supervisors) are often viewed as reflecting the organization's intent rather than the representatives' volition alone. Perceptions of organizational support are central to organizational support theory. According to Eisenberger et al. (1986), perceptions of fairness, supervisor support, and the work environment should increase POS among employees. Supervisor support has a direct effect on levels of perceived organizational support (POS) (Eisenberger et al., 2002; Landsman, 2008). As a result, being treated with respect and dignity, and high levels of employer/employee communication contribute to high POS (Masterson, Lewis, Goldman, & Taylor, 2000). On this basis, employees should view harmful and unfair treatment by their supervisor as an indication that the organization does not support them, resulting in low organizational support perceptions. Specifically, Petty Tyranny should therefore lead to poor supportive climate perceptions among followers due to lowered perceived organizational support, as predicted by POS theory.

Empirically, Kernan et al. (2011) found a positive relationship between Abusive Supervision and perceived organizational support ($r=-0.28, p<0.01$). Using POS theory, the authors reason that supervisors are seen as agents of the organization when they are in positions of evaluating and directing employees.

6.2.3 Conservation of Resources Theory

According to Conservation of Resources Theory (COR), people strive to retain, protect, and build resources. The potential or actual loss of these valued resources is threatening to them (Hobfoll, 1989), thus resulting in psychological distress.

Within COR, stress is defined as a reaction to the environment in which there is (a) a risk of resource loss, (b) a resource loss, or (c) a lack of resource gain. Resources are defined as those objects (for ex., house, car), personal characteristics (for ex., confidence, self-esteem), conditions (for ex., tenure, seniority), or energies (for ex., time, money, knowledge) that are valued by the individual or that serve as a means for attaining valued resources (Hobfoll, 1989). Within COR, destructive leadership should be a stress for subordinates because it entails a loss of organizational support, which is an important resource due to its instrumental value in attaining other resources at work (for ex., development and training opportunities) and in meeting basic socioemotional needs at work (personal resources).

Similarly, Ashforth (1994; 1997) advances that aspects of psychological distress might be fostered by overcontrolling subordinates, which reduces their autonomy and opportunities for problem-solving, and by arbitrariness and non-contingent punishment, which renders the work environment unpredictable. Further, Ashforth reasons that arbitrary leader behavior, non-contingent punishment and belittling subordinates may create fear and anxiety in subordinates, thus threatening their self- and social-esteem. Autonomy, opportunities for problem-solving, environment predictability, self- and social-esteem are all important resources for employees.

Empirically, Ashforth (1997) found partial support for these hypothesized effects with respect to elements of psychological distress examined in that study (i.e., frustration, anxiety and helplessness). As such, Petty Tyranny should lead to higher levels of psychological distress through the perceived loss of organizational support (an instrumental resource for employees), as predicted by COR theory.

Although frustration, anxiety and helplessness are all indicators of psychological distress, Ashforth (1997) did not use a unified measure of psychological distress in the workplace. This dissertation investigates further than Ashforth (1997) by measuring psychological distress using an instrument first developed and validated using a non-clinical sample (Massé et al., 1998) and later adapted using sub-populations of workers, thus resulting in indicators of workplace distress (Gilbert et al., 2011). The importance of measuring a multi-dimensional construct with a single validated unified measure has been argued elsewhere (Judge, Erez, Bono, & Thoresen, 2003). Put simply, the use of such unified measures is argued to improve prediction, because the constructs are measured directly. A construct is said to be measured indirectly when separate indicators of that construct are used as opposed to one unified measure of those same indicators. Also, the possible mediating role of the organizational climate is examined in this dissertation, thus shedding light on how destructive leadership could affect both the workplace climate and subordinates' psychological distress.

Organizational support and conservation of resources theories are complementary in this study, because the former predicts how petty tyranny leads to low supportive climate, while the latter predicts how both petty tyranny and the loss of organizational support relate to increased distress. Further, both theories are related, because they explain how followers internalize and mentally represent poor leadership behaviors.

H5: Supportive climate will mediate the relationship between Petty Tyranny and followers' psychological distress at work.

6.3 Methods

6.3.1 Procedure

The data collection for this second study was collected as part of a larger funded research project. Participants were Quebec working nurses recruited via a professional affiliation group. The project was presented as a study on nurse's well-being and involvement at work. The data were collected at two different time periods and the questionnaires were presented in Web format (via Survey Monkey). A non-experimental time-lagged design was used and the data collections were separated by 6 months. Specifically, Time 1 was conducted in May, 2011 and Time 2 in November, 2011. Confidentiality was ensured and participation was voluntary, although participants ran the chance of winning one of 100 \$50 cash prizes. Specifically, the names of the 500 first respondents (Time 1) were entered into a draw that was carried out in May, 2012 by an independent individual.

6.3.2 Participants

Among the 7997 participants contacted, 859 respondents completed the survey at Time 1 (response rate 10.7%). Of these, 847 respondents indicated their agreement to participate in the Time 2 study. In the end, 608 nurses responded to Time 2. Pairing of Time 1 and Time 2 was done mainly using the participants' email address that had to be provided before completing each questionnaire.³¹ This procedure resulted in 406 complete pairings. Participants having reported as *never* in contact with their current supervisor, as well as those having been working under their current manager for less

³¹ When it was not possible to pair Time 2 participants to Time 1, an effort was made to use other demographic variables simultaneously (for ex., age, sex, time worked in current position and with current supervisor, etc.) whenever possible before removing those participants from the final sample.

than 6 months were removed from the final sample, bringing the final sample down to 344 Quebec nurses. Ninety one percent were female, 40% were between 25 and 39 years of age and 45% were in the 40 to 54 age group. Twenty four percent had a junior college diploma (DEC; Diplôme d'études collégiales), but the majority had a minimum undergraduate degree (45%) and 21% had graduate training. The majority had full-time positions (71%) and were from the public sector (85%). The entire research surveys for both Times 1 and 2 are presented in Appendix F. The instruments used for Study 2 are contained within these surveys.

6.3.3 Measures

Petty Tyranny. Petty Tyranny was measured with the *Échelle de la petite tyrannie-12* (EPT-12), composed of 12 items, covering the following three dimensions: arbitrariness and self-aggrandizement, belittling subordinates, and noncontingent punishment, measured on a 5-point frequency scale (from *never* to *always*). In this sample, the internal consistency of this instrument is very good, $\alpha=.92$. As such, a global score will be computed to test hypothesis H5.

Supportive climate. Climate was assessed with a 17-item questionnaire adapted from Roy's (1989) work climate questionnaire, covering three interrelated factors. Specifically, participants were asked to rate on a 6-point scale (from *strongly disagree* to *strongly agree*) the extent to which they perceive being provided with (1) autonomy support, (2) developmental opportunities, and the extent to which they (3) feel recognized and valued by their organization. Due to high correlations between the factors, an overall score combining the 17 items will be computed, consistent with previous research having used this scale (Boudrias, Brunet, Morin, Savoie, Plunier, & Cacciatore, 2010). The internal consistency of this questionnaire has been reported as very good in previous studies, $\alpha=.95$ (Nelson & Brunet, 2010). In this sample, the internal consistency is also very good, $\alpha=.97$. As such, a global score will be computed to test hypothesis H5.

Psychological distress at work. Psychological distress was measured with the measure adapted by Gilbert et al. (2011). This measure is composed of 23 items, measured on a 5-point frequency scale (from *never* to *almost always*), and spanning over the following three dimensions: irritability/aggressivity (7 items), anxiety/depression (9 items), and work disengagement (7 items), with high factor intercorrelations (.72 and .74.), which justifies the computation of a global psychological distress score. Further, in this sample, the internal consistency of this instrument is very good, $\alpha=.96$. As such, a global score will be computed to test hypothesis H5.

6.4 Analyses

All analyses were conducted on SPSS 17 (descriptive statistics and data screening procedures) or SPSS 22 (mediation analysis).

A mediation analysis was performed using a new macro for SPSS that provides a bootstrap test of the indirect (or mediated) effect of supportive climate. Specifically, the statistical analysis of the mediation model is based on the use of the "Process" macro developed by Hayes (2013). The use of this approach to mediation analyses instead of Baron and Kenny's causal step approach has recently been advocated by many (for ex., Hayes, 2009; Preacher & Hayes, 2004; Rucker, Preacher, Tormala, & Petty, 2011; Zhao, Lynch, & Chen, 2010). As opposed to the approach by Baron and Kenny that tests for the significance of the relationship between the independent and dependant variables before and after the inclusion of the mediator variable, this approach consists of one step that directly measures for the indirect effects of the mediator variable in the dependent-independent variable association. The emphasis in this approach is on the magnitude (i.e., effect size) and the significance of the indirect effect, as opposed to the dichotomous notions of *partial* versus *full* mediation, which are restrictive (Hayes, 2009; Preacher & Kelley, 2011; Rucker et al., 2011). Further,

instead of the Sobel test that is usually used in conjunction with the causal step approach, this new approach relies on a bootstrapping procedure which - unlike the Sobel test - does not require the assumption that the sampling distribution of the indirect effect be normal, since this distribution is often asymmetric, hence providing stronger protection against type II error (failing to reject a null hypothesis that is false) (Hayes, 2009; Preacher & Hayes, 2004). Bootstrapping overcomes the normality of the indirect effect distribution by generating an empirical sampling distribution of the indirect effect. From the original sample, it repeatedly draws with replacement to create new samples. Once 1000 or 5000 of these samples have been drawn, the indirect effect for each sample is estimated and an inference of the actual indirect effect is made based on the mean of these effects and the confidence intervals (i.e., the indirect effect is between the lower and upper limits of the 1000 or 5000 indirect effects from the empirically derived samples) (Hayes, 2009; Zhao et al., 2010).

Hayes (2013) shows that results using the "Process" macro are identical to structural equation modeling data for simple mediation models (see Figure 6.1). When assessing a mediation model, one of the benefits of structural equation modeling is based on the estimation of a measurement model based on confirmatory factor analysis (in order to control measurement error variances). This has been achieved with the two previous samples selected for this dissertation. The present measurement model has thus enabled to substantially reduce large measurement error variances. It is appropriate to rely on this purified measurement model in the statistical estimation of the mediation model using the "Process" macro (Hayes, 2013). Finally, the use of the bootstrapping approach with the "Process" macro or structural equation modeling is suitable only when the sample size is large, as in the present case (Koopman, Howe, Sin & Hollenbeck, 2014). Indeed, the use of the bootstrapping approach with small samples (<100 participants) significantly increases type I error (rejecting a null hypothesis that is true). Put differently, the bootstrapping approach requires at least

100 participants as this approach lacks statistical power when used with small samples.

6.5 Results

Table 6.1 presents the descriptive statistics of all the study variables.

Table 6.1

Descriptive statistics of the study variables (Study 2)

	Minimum	Maximum	Mean	SD
Petty Tyranny (time 1)	1.00	4.75	1.46	0.62
Supportive climate (time 2)	1.06	6.00	4.56	0.97
Psychological distress at work (time 2)	1.00	3.61	1.76	0.55

N=344

As in Study 1, mean Petty Tyranny is similar to means and standard deviations reported in similar studies (see Table 5.3). Next, Table 6.2 presents the correlations among the study variables.

Table 6.2

Correlations among the study variables (Study 2)

	Petty Tyranny (Time 1)	Supportive climate (Time 2)	Psychological distress at work (Time 2)
Petty Tyranny (Time 1)	1		
Supportive climate (Time 2)	-0.29*	1	
Psychological distress at work (Time 2)	0.27*	-0.59*	1

* $p < 0.01$

In accordance with the bootstrap test of the indirect effect procedure explained above, the mediation hypothesis was investigated by directly testing the significance of the indirect effect of Petty Tyranny on followers' psychological distress through supportive climate quantified as the product ab . Using the bootstrapping approach, a point estimate of the indirect effect (ab) was derived from the mean of 5000 estimates of ab and a 95% confidence interval (CI) was computed. An indirect effect is considered as significant when the bias-corrected bootstrap confidence interval does not include zero.

As can be seen in Table 6.3, results of the bootstrapping analyses showed that the total effect of Petty Tyranny (IV) on followers' psychological distress at work (DV) ($0.26, p < 0.001$) remained significant when organizational supportive climate is included in the model ($0.09, p < 0.05$). Although, Petty Tyranny continues to be related to followers' psychological distress when controlling for supportive climate, the coefficient decreased, suggesting mediation of supportive climate. Most importantly, the indirect effect (ab) through supportive climate is significant, with a point estimate of $0.17, p < 0.001$, CI between 0.11 and 0.25 . This interval does not include zero, suggesting that the indirect effect is statistically significant at the 0.001 level. Noteworthy, the effect size of the indirect effect (k^2) is $r = 0.20$, which is considered as being of average to large magnitude (Preacher & Kelley, 2011).

Table 6.3

Summary of mediator model analysis (5000 bootstraps)

Independent variable	Mediator variable	Dependant variable	Effect of IV on M	Effect of M on DV	Direct effect	Indirect effect	Total effect
(IV)	(M)	(DV)	(a)	(b)	(c')	(ab)	(c)
Petty Tyranny	Supportive climate	Psychological distress at work	-0.55**	-0.31**	0.09*	0.17**	0.26*

** $p < 0.001$ * $p < 0.05$ 95%
CI
(0.11-
0.25)

These results are comparable to results obtained in previous research on Abusive Supervision and perceived organizational support (Kernan et al. (2011) report a relationship between Abusive Supervision and perceived organizational support of $r=-0.28, p<0.01$, while Harris et al. (2013) report $r=-0.43, p<0.01$). Further, the correlation between Petty Tyranny and psychological distress found is also consistent with previous research on Abusive Supervision and elements of psychological distress: $r=0.18$ to 0.40 , with the average effect size being $r=0.29$ (Grandey et al., 2007; Harris, Harvey, Harris, Cast, 2013; Harvey et al., 2007; Hobman et al., 2009; Kernan, Watson, Chen, & Kim, 2011; Tepper, 2000; Tepper et al., 2007; Yagil, 2006). Finally, the negative correlation found between supportive climate and psychological distress is also comparable to the correlation between perceived organizational support and elements of psychological distress found in previous research (for ex., Chou et al. (2012) report an effect size for the relationship between perceived organizational support and employee exhaustion of $r= -0.45, p < 0.01$).

Although no previous research to our knowledge has examined the mediating effects of climate in the relationship between destructive forms of supervision and distress, the Tepper (2000) study discussed above examined the role of justice in the relationship between Abusive Supervision and elements of psychological distress (namely, depression, anxiety, and emotional exhaustion). Organizational justice perceptions are similar to climate, because both constructs refer to how employees mentally represent aspects of their work environment. The present results are comparable to the ones obtained by Tepper (2000) who reported that organizational justice partially mediated the effects of Abusive Supervision on anxiety and emotional exhaustion, and fully mediated the effects of Abusive Supervision on depression. Specifically, when Tepper (2000) controlled for organizational climate, the effects of Abusive Supervision on anxiety and emotional exhaustion dropped to $0.01, p < 0.05$, respectively, while the effect of Abusive Supervision on depression became non-significant (Tepper, 2000).

Next, in Figure 6.2, a graphical representation of the mediation model tested in this study is presented.

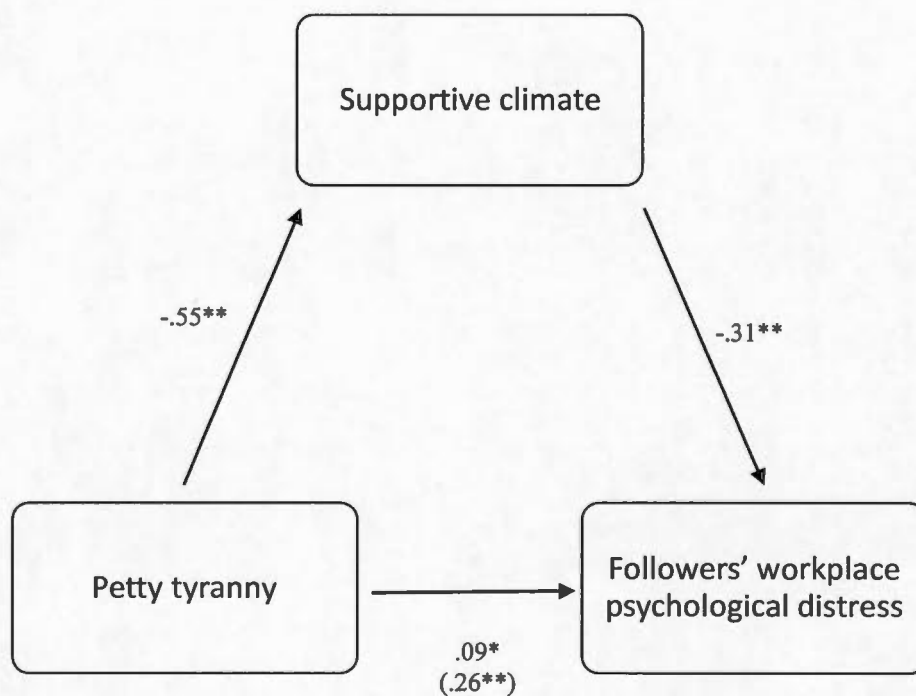


Figure 6.2 Mediating role of supportive climate in explaining the relation between Petty Tyranny and followers' workplace psychological distress

** $p < 0.001$ * $p < 0.05$

The coefficient in parentheses refers to the total effect of Petty Tyranny on psychological distress, before introduction of supportive climate (the mediator variable)

6.6 Conclusion

Using bootstrapping procedures, it was found that supportive climate attenuates the relationship between managers' Petty Tyranny and followers' psychological distress. This signifies that supportive climate perceptions mediate the relationship between

Petty Tyranny and followers' psychological distress at work, verifying hypothesis H5.

By identifying supportive climate as an intervening variable between Petty Tyranny and psychological distress, this study extends our understanding of how destructive forms of leadership are linked to negative employee outcomes.

These results have a number of practical implications for organizations. They indicate that psychological distress among workers may be related to perceptions of destructive leader behavior. These leader behaviors are also linked to poor climate perceptions. Conversely, organizations that aim to develop managers' leadership skills should see an improvement in climate perceptions and, consequently, in employee well-being at work.

This study was a first step in understanding how Petty Tyranny affects follower distress. Future research could investigate further by examining the effects of psychological distress on counterproductive work behaviors. The stressor-emotion model proposed by Spector & Fox (2005) may possibly be used as a framework to study those relationships, since destructive leadership can be perceived as "an extreme social stressor" (Schyns & Schilling, 2013, p. 151). According to the stressor-emotion model, employees engage in counterproductive behaviors as a result of emotional responses to organizational stressors (Spector & Fox, 2002; Spector & Fox, 2005). Another research avenue would be to study the effects of psychological distress on turnover intentions and job performance. Schyns and Schilling (2013) reason that lowered job performance might be an indirect effect of destructive leadership via low follower motivation. Employees intending to quit should be less motivated than their counterparts. Similarly, Krasikova et al. (2013) reason that destructive leadership directly affects followers' psychological distress and, in turn,

these direct effects can incur secondary indirect effects, such as increased turnover rates.

Given that the effect of Petty Tyranny on psychological distress remained significant after introducing supportive climate in the equation, additional significant indirect effects may exist (Rucker et al., 2011). Future research could thus focus on revealing other possible intervening variables in this linkage. It has already been established that organizational justice partially mediates the effects of Abusive Supervision on aspects of followers' distress (Tepper, 2000). Other mediators could likely be quality of the leader-follower relationship. Xu, Huang, Lam, and Miao (2012) found that the quality of the leader-follower relationship fully mediated the effects of Abusive Supervision on task and citizenship performances. It is thus possible that Petty Tyranny perceptions also negatively impact the quality of the supervision relationship, which in turn leads to higher follower distress.

This study is not without limitations. As was the case with Study 1, a cross-sectional design was also used. Although the variables were temporally separated in order to limit common method variance, a longitudinal study design with several measurement periods should be adopted in future studies whenever possible in order to determine the causal relationships between Petty Tyranny, supportive climate and followers' psychological distress at work. Another limitation of this study is the low response rate (less than 11%) of the nurses solicited to participate. Certain groups of nurses might therefore be under-represented in this sample. For example, a proportion of the non-respondents might have had significantly higher or lower levels of psychological distress. This phenomenon is referred to as the non-response bias, which may pose a threat to the external validity of a study (Pelham & Blanton, 2003). However, given that the destructive leadership mean and effect size found in this study compare to those reported in other studies, this high non-response rate should not have largely affected the representation of the final sample.

CHAPTER VII

GENERAL DISCUSSION

The selection and development of good managers is a main focus for many organizations. The growing body of literature on destructive supervisor behavior has shown the clear link between such negative leader behaviors and aspects of employees' psychological distress. Up until presently, the study of destructive leadership in Quebec organizations has been limited, given the lack of a validated French-Canadian instrument to measure the phenomenon. A major contribution of this dissertation is in the area of measurement, as this phenomenon can now widely and accurately be measured in Quebec organizations using one of the three instruments translated and validated herein, namely the EPT-28, the EPT-12 and the ESA (Échelle de supervision abusive).

This dissertation is among the first empirical efforts that have established that such leadership behaviors are prevalent in Quebec organizations and among the health sector as well. In all three samples used for Studies 1 and 2, mean Petty Tyranny were low, but still comparable to the means reported in previous studies. Specifically, over 10% of participants from Study 1 (first sample) perceive their immediate supervisor as displaying such destructive leadership behaviors at least sometimes. Similarly, almost 10% of participants from Study 1 (second sample) perceive their immediate supervisor as destructive at least half the time. In Study 2, almost 5%³² of the nurses included in the final sample reported that their head nurses displayed such negative

³² As measured at Time 1

behaviors at least sometimes. This lower prevalence rate among the Quebec nursing population is encouraging. A possible explanation for this might be the recent efforts by the Canadian Health and Social Services Minister aimed at actualizing and decentralizing the intermediate manager's role, that have been ongoing in the past decade (Villeneuve, 2005). Further, in recent years, many Quebec health and social services organizations have incorporated formal civility policies aimed at improving overall employee interactions and helping employees develop constructive conflict resolution skills. It is therefore possible that the prevalence rate of destructive leadership varies within different industries and business sectors. Still, mean Petty Tyranny in Study 2 was comparable to the means found in both Study 1 samples and a medium effect size of the Petty Tyranny-nurses' psychological distress linkage was found in Study 2 ($r=0.27, p<0.01$), which is comparable to the effect sizes reported in previous studies. This implies that the phenomenon of Petty Tyranny is prevalent enough among Quebec nurses to be addressed. At the same time, it is important to acknowledge that all descriptive statistics of the three samples selected for this dissertation show that the prevalence and magnitude of Petty Tyranny is relatively low. To summarize, the presence of Petty Tyranny generally varies between 5% and 10%, according to the respondents of the three samples used in this dissertation. In addition, the means and standard deviations are relatively low on measures of Petty Tyranny. This is good news, since it is very unlikely that organizations can ensure their sustainability with Petty Tyranny perceptions of their leaders. Still, despite its low base rate, destructive forms of supervision can be very costly to organizations mainly due to their distal effects on employee absenteeism and turnover (Tepper et al., 2011).

In Study 1, the validation of two versions of a French-Canadian Petty Tyranny instrument is presented, namely a long six-factor version and a short three-dimensional version. The data collected for this dissertation, derived from two

distinct samples both drawn from the broad Quebec working population, shows that Petty Tyranny indeed exists in Quebec organizations.

Aspects of psychological distress at work, particularly in the nursing profession, are a growing preoccupation for Canadian organizations. As such, in Study 2, the effects of Petty Tyranny among this group are specifically examined. Evidence is presented for the effects of Petty Tyranny on nurses' workplace psychological distress via the indirect effect of supportive climate among Quebec nurses, from both the private and public sectors.

The Quebec working population is currently dealing with the alarming realities of a growing number of employee extended absenteeism and turnover rates. The nursing profession is of particular concern, due to high workloads combined with often low supervisor support. At the same time, intermediate managers, particularly clinical-administrative supervisors, have to deal with growing demands from different sources simultaneously, which makes their role of supporting their team members very challenging. Negative perceptions of nurses' immediate supervisors may be partly attributable to the working conditions in the current Quebec health sector. For example, organizational changes have sometimes increased the number of employees under the supervision of a single supervisor, supervisors are often responsible for teams working in different establishments (i.e., off-site), and most supervisors are required to serve on numerous committees. These realities necessarily make direct contact with employees less frequent, which may contribute to nurses' perceptions of lack of availability, support, consideration, and even respect from their supervisors (St-Arnaud et al., 2014). Based on a sample of 17,450 Canadian nurses, fewer than half of those nurses perceived a supportive work climate (Aiken et al., 2001). Furthermore, based on results of a qualitative study conducted with Quebec Health and Social Services employees (n=29), lack of supervisor support seems to be particularly perceived in situations where there are issues associated with high

workloads (St-Arnaud et al., 2014). As such, there has recently been a provincial-wide shift towards improving the working conditions of managers in the Quebec health sector and revising their roles and responsibilities (Villeneuve, 2005) in order to enable them to be more available and supportive of their staff. The results of this dissertation can be used to guide such leadership development programs in the Quebec health system. For example, line managers could be tactfully informed that certain leadership behaviors can be misperceived by their followers and that these perceptions have negative direct effects on both the work climate and followers' psychological health. Next, managers' roles and responsibilities can be revised to include positive and constructive leadership behaviors. In addition, more emphasis could be placed on reducing managers' workloads (or as a minimum, on optimizing their time management strategies), since some managers might resort to inappropriate hostile behaviors when under pressure. Furthermore, as Tepper et al. (2011) pointed out, organizations can use justice training techniques to help supervisors interact more constructively with all their subordinates. These practices involve coaching supervisors to use techniques that reduce psychological distance with employees and promote the perception that employees have voice (Skarlicki & Latham, 2005). Further, a health and social services organization may set the performance objective that all line managers meet one-on-one with each of their subordinates at least once monthly. In sum, although it may not always be possible to remove nurses' high workloads, it is possible to improve their perceptions of organizational support via the improvement of supervisor-nurse relationships.

In addition to improving leadership development programs, the results of this dissertation could also be used to improve manager selection practices. As Tepper et al. (2011) suggest, it may be possible to reduce the occurrence of destructive leader behaviors by refraining from hiring individuals for managerial positions who are dispositionally inclined to execute hostile acts. A relevant individual difference is trait empathy, the dispositional tendency to take the perspective of others and to

recognize and experience concern for others' thoughts and feelings (Eisenberg & Miller, 1987). Research suggests that low-empathy individuals are more hostile than those who are higher in trait empathy (Miller & Eisenberg, 1988). By selecting personnel for trait empathy, health organizations may be able to reduce the pool of managers who are inclined to mistreat subordinates.

More specifically with respect to workplace interventions, when Petty Tyranny is perceived in leaders, conflict resolution strategies and workplace bullying interventions are examples of methods that can be used to manage these problematic cases when they are reported. Further, as Krasikova et al. (2013) suggests, open-ended questions could be inserted in leader surveys to understand what considerations affected their choices of adopting such and such behaviors over others. The answers provided could then be used to develop individual coaching plans for problematic leaders into learning about more constructive influence tactics to achieve similar – yet more effective in the long term – results.

This dissertation examined the effects of Petty Tyranny, a specific type of destructive leadership behaviors. Recent research has identified other types of bad leadership (Shaw et al., 2011). Although not all destructive in nature, most of these overlap with Petty Tyranny (for ex., micro-managing and over-controlling, playing favorites, exhibiting inconsistent behavior, acting in a bullying manner). This highlights the relevance of using the conceptualization of Petty Tyranny in studying destructive leadership.

In this dissertation, the key elements of recent integrative definitions of destructive leadership are presented and explained, namely, volitional behavior, hostile and/or otherwise obstructive behavior, and exclusion of physical contact. Although *intent to harm* was part of some conceptualizations (i.e., supervisor social undermining and despotic leadership), this characteristic was far from being a common theme among

the different types. As such, *intent to harm* was excluded from the integrative definition of destructive leadership offered in this dissertation. Petty Tyranny fits into the main defining criteria of destructive leadership. This distinction between volitional behavior with the intent to harm versus mere volitional behavior has major implications for leadership development programs. As it has been argued elsewhere, these leader behaviors are often the result of work overload, poor organizational norms of interpersonal communication (Yagil, 2006), or the supervisor's attempt to set performance standards (Krasikova et al., 2013; Tepper, 2007). As such, organizational consultants could incorporate effective communication, stress management and proper employee motivation practices into leadership development programs.

APPENDIX A

ETHICS CERTIFICATE

Faculté des arts et des sciences
Vice-décanat à la recherche

Le 19 mars 2009

Monsieur André Savoie
Professeur titulaire
Département de psychologie
Pavillon Marie-Victorin

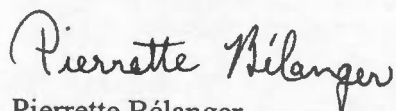
OBJET : *Certificat d'éthique / Projet : « Concilier performance et santé psychologique au travail »*

Monsieur,

Le Comité d'éthique de la recherche de la Faculté des arts et des sciences a étudié votre projet de recherche susmentionné et délivré le certificat d'éthique requis, après avoir approuvé le formulaire de consentement révisé transmis le 17 mars 2009; ce document fait désormais partie intégrante du protocole de recherche.

Vous trouverez ci-joint copie de votre certificat; notez qu'il comporte dorénavant une mention de suivi obligatoire. En effet, afin de répondre aux exigences éthiques en vigueur (entre autres celles de l'Université et des organismes subventionnaires), un suivi annuel doit être exercé auprès des chercheurs afin de maintenir la validité du certificat. Vous trouverez également joint à la présente le spécimen du questionnaire de suivi qui vous sera envoyé. De manière à rendre ce processus le plus simple possible et afin d'en tirer pour tous le plus grand profit, nous l'avons voulu concis et comportant des questions qui vous permettent à la fois de satisfaire aux exigences du suivi et de nous faire part de vos commentaires et de vos besoins en matière d'éthique en cours de recherche. **Il est entendu que cela ne modifie en rien l'obligation pour le chercheur, tel qu'indiqué sur le certificat d'éthique, de signaler au CÉRFAFAS tout incident grave dès qu'il survient ou de lui faire part de tout changement anticipé au protocole de recherche.**

Nous vous souhaitons bon succès dans votre projet et vous prions d'agréer, Monsieur, l'expression de nos sentiments les meilleurs.



Pierrette Bélanger
Technicienne en coordination
du travail de bureau

p.j.

**COMITÉ D'ÉTHIQUE DE LA RECHERCHE DE LA
FACULTÉ DES ARTS ET DES SCIENCES (CÉRFAAS)**

CERTIFICAT D'ÉTHIQUE

Le Comité d'éthique de la recherche de la Faculté des arts et des sciences, selon les procédures en vigueur, a examiné le projet de recherche suivant :

Titre : *Concilier performance et santé psychologique au travail*

Requérant : *André Savoie, professeur titulaire, Département de psychologie*

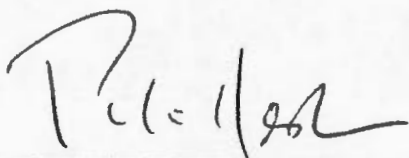
Organisme subventionnaire : *CRSH*
Programme : *Subventions de recherche – Gestion, administration
et finances*
Titre de la subvention : *Concilier performance et santé au travail*
Numéro de la subvention : *864-2007-0350*
Chercheur principal : *Idem*

Le Comité a conclu que la recherche proposée respecte les règles d'éthique énoncées dans la « Politique sur la recherche avec des êtres humains » de l'Université de Montréal.

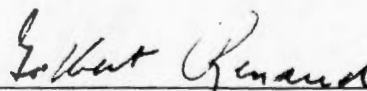
Tout changement anticipé au protocole de recherche doit être communiqué au CÉRFAAS qui devra en évaluer l'impact au chapitre de l'éthique.

Toute interruption prématurée du projet ou tout incident grave devra être immédiatement signalé au CÉRFAAS.

Un suivi annuel est exigé afin de maintenir la validité de ce certificat.



Patrice Deslauriers, président
Comité d'évaluation accélérée



Gilbert Renaud, président
CÉRFAAS

Date de délivrance : 17 Mars 2009

No du certificat : CÉRFAAS-2009-A-107

APPENDIX B

INSTRUMENTS USED FOR STUDY 1 (FIRST SAMPLE)



PROJET DE RECHERCHE :

BIEN-ÊTRE AU TRAVAIL

QUESTIONNAIRE I

Le projet de recherche vise à comprendre les liens entre diverses variables qui ont une incidence sur le bien-être au travail. Plus précisément, l'étude vise à vérifier la validité de plusieurs instruments de mesure.

Directives

La durée approximative pour remplir le questionnaire est de 40 minutes. Ce n'est pas un test, il n'y a donc pas de bonnes ou de mauvaises réponses. Vous êtes donc invité à répondre aux questions le plus franchement possible; ainsi, les résultats seront plus justes, précis et valables. Lisez attentivement les questions et répondez spontanément à celles-ci.

Plusieurs questionnaires concernent votre vie au travail. Pour ces questions, il est important que vous pensiez à votre travail actuel, ou à votre emploi antérieur si vous n'êtes pas en emploi actuellement.

S.V.P., veuillez répondre à chaque énoncé du questionnaire.

Participation volontaire

Plusieurs étudiants trouvent que le fait de participer à un projet de recherche est une agréable expérience d'apprentissage. De plus, en participant au projet, vous contribuez, entre autres, à améliorer les outils de collecte des données pour l'étude.

Votre participation est volontaire.

Confidentialité

Soyez assuré que les informations recueillies resteront strictement anonymes et confidentielles et ne seront utilisées que dans le cadre de ce projet de recherche. Vos réponses seront traitées d'une manière globale. Aux fins de la logistique, les chercheurs réaliseront un lien entre chiffres (quatre derniers chiffres de votre numéro de téléphone) afin de permettre l'appariement des questionnaires I et II. Aucun répondant(e) ne sera identifié(e) dans la présentation des résultats de cette recherche.

Éthique de recherche

La recherche est soumise aux exigences du « comité éthique » de l'Université du Québec à Montréal (UQAM) et à celles de la protection des renseignements personnels conformément aux normes en matière de recherche à l'UQAM.

Méthodologie

La collecte des données se fera en deux temps.

Merci de votre participation et de votre précieuse collaboration. Si vous avez des interrogations concernant le questionnaire, n'hésitez pas à communiquer en tout temps avec monsieur Denis Morin, Ph.D. professeur de gestion des ressources humaines, Département d'organisation et ressources humaines, École des sciences de la gestion, Université du Québec à Montréal au (514) 987-3000 poste 4150, morin.denis@uqam.ca

VOTRE NUMÉRO D'IDENTIFICATION

(les quatre derniers chiffres de votre numéro de téléphone) : _____

STYLE DE LEADERSHIP DU SUPERVISEUR

Cette section vise à vérifier le style de leadership de votre superviseur actuel (ou de votre superviseur antérieur si vous n'êtes pas en emploi actuellement). Pour chaque énoncé, veuillez indiquer la fréquence des comportements de votre superviseur. Encerclez le chiffre correspondant à votre réponse :

1	2	3	4	5
Jamais	Rarement	Parfois	Souvent	Très souvent

Dans le cadre du travail, mon superviseur...

1. Est sympathique et facile d'approche	1	2	3	4	5
2. A « la mèche courte »	1	2	3	4	5
3. Est injuste dans l'application des politiques organisationnelles	1	2	3	4	5
4. Encourage ses employés à participer aux décisions importantes	1	2	3	4	5
5. Use de favoritisme à l'endroit de certains employés	1	2	3	4	5
6. Recourt à son autorité ou à son statut pour « faire avancer les choses »	1	2	3	4	5
7. Critique ses employés sur des sujets/questions personnels	1	2	3	4	5
8. Fait tout ce qui lui est possible pour aider un employé	1	2	3	4	5
9. Se vante, se pavane ou cherche à en mettre plein la vue aux autres	1	2	3	4	5
10. Traite ses employés de manière condescendante ou paternaliste	1	2	3	4	5
11. Exprime son appréciation lorsqu'un employé fait du bon travail	1	2	3	4	5

12. Utilise son autorité ou son statut à des fins personnelles	1	2	3	4	5
13. Crie après ses employés	1	2	3	4	5
14. Fais tous les efforts possibles pour connaître ses employés	1	2	3	4	5
15. Prétend que les employés devraient lui être reconnaissants	1	2	3	4	5
16. Dévalorise ou diminue ses employés	1	2	3	4	5
17. Met ses employés à l'aise lorsque ceux-ci lui parlent	1	2	3	4	5
18. Encourage l'initiative à l'intérieur de l'équipe	1	2	3	4	5
19. Fait sentir aux employés qu'il (elle) leur fait une faveur alors qu'il (elle) ne fait que son travail	1	2	3	4	5
20. Critique ses employés devant les autres	1	2	3	4	5
21. Traite ses employés avec considération	1	2	3	4	5
22. Encourage ses employés à s'exprimer lorsqu'ils ne sont pas d'accord avec une décision	1	2	3	4	5
23. Exige que ses employés suivent des règles qu'il enfreint lui-même	1	2	3	4	5
24. Est injuste envers l'ensemble de l'équipe	1	2	3	4	5
25. Délégué le travail qu'il ne veut pas faire	1	2	3	4	5
26. Veille au bien-être des membres de son équipe	1	2	3	4	5
27. Met en place des règles arbitraires	1	2	3	4	5
28. Traite tous les membres de l'équipe comme ses égaux	1	2	3	4	5
29. Tient ses promesses	1	2	3	4	5
30. Exagère l'importance des erreurs et faiblesses de ses employés	1	2	3	4	5
31. Fait de petites choses pour rendre agréable d'être membre de l'équipe	1	2	3	4	5
32. Fais confiance au bon jugement de ses employés	1	2	3	4	5
33. Critique sévèrement ses employés qui font des erreurs	1	2	3	4	5
34. Forme ses employés à assumer plus de responsabilités/d'autorité	1	2	3	4	5

35. Tire profit de son statut auprès des employés	1	2	3	4	5
36. Protège « son territoire » contre les autres qui se trouvent à l'extérieur de son équipe	1	2	3	4	5

Cette section concerne le style de gestion de votre superviseur actuel (ou de votre superviseur antérieur si vous n'êtes pas en emploi actuellement). À l'aide de l'échelle de réponse ci-dessous, encerclez le chiffre correspondant à votre réponse :

1	2	3	4	5
Fortement en désaccord	En désaccord	Ni en accord ni en désaccord	D'accord	Fortement en accord

Dans le cadre du travail, mon superviseur...

37. S'attribue le crédit pour le bon travail réalisé par les autres	1	2	3	4	5
38. Est souvent mécontent de mon travail sans raison apparente	1	2	3	4	5
39. Blâme les autres pour ses propres erreurs	1	2	3	4	5
40. Se montre souvent critique à l'égard de mon travail, même si je le fais bien	1	2	3	4	5
41. Me réprimande souvent sans que je ne sache pourquoi	1	2	3	4	5
42. Me tient souvent responsable de choses sur lesquelles je n'ai pas de contrôle	1	2	3	4	5

Lorsqu'une mésentente se produit (ou s'est produite) entre vous et votre superviseur actuel (ou votre superviseur antérieur si vous n'êtes pas en emploi actuellement), veuillez indiquer à quelle fréquence votre superviseur adopte (ou a adopté) les comportements suivants pour résoudre votre mésentente. À l'aide de l'échelle de réponse ci-dessous, encerclez le chiffre correspondant à votre réponse :

1	2	3	4	5
Jamais	Rarement	Parfois	Souvent	Très souvent

Lorsqu'une mésentente se produit (ou s'est déjà produite) entre moi et mon superviseur, mon superviseur

43. Force l'acceptation de son point de vue	1	2	3	4	5
44. Insiste sur une solution	1	2	3	4	5
45. Exige que les choses se déroulent à sa manière	1	2	3	4	5
46. N'accepte pas qu'on lui dise non	1	2	3	4	5
47. Impose sa solution	1	2	3	4	5

BIEN-ÊTRE AU TRAVAIL

Cette section concerne plus directement votre bien-être au travail. À l'aide de l'échelle de réponse ci-dessous, encerclez le chiffre qui correspond le mieux à ce que vous vivez dans votre milieu de travail (ou ce que vous viviez dans votre milieu de travail précédent).

1	2	3	4	5
Presque Jamais	Rarement	La moitié du temps	Fréquemment	Presque toujours

Ces temps-ci, dans mon emploi (ou lors de mon emploi antérieur)...

48. Je suis agressif pour tout et pour rien.	1	2	3	4	5
49. J'ai tendance à m'isoler, à me couper du monde.	1	2	3	4	5
50. J'ai l'impression d'avoir raté ma carrière.	1	2	3	4	5
51. J'éprouve de la difficulté à faire face à mes problèmes.	1	2	3	4	5
52. Je suis facilement irritable, je réagis plutôt mal et/ou avec colère aux commentaires qu'on me fait.	1	2	3	4	5
53. Je n'ai plus le goût de faire quoi que ce soit de plus.	1	2	3	4	5
54. Je me sens dévalorisé, je me sens diminué.	1	2	3	4	5
55. Je suis en conflit avec mes collègues de travail.	1	2	3	4	5
56. J'ai envie de tout lâcher, de tout abandonner.	1	2	3	4	5
57. Je me sens triste.	1	2	3	4	5
58. J'ai l'impression que personne ne m'aime.	1	2	3	4	5
59. Je suis arrogant et même " bête " avec mes collègues de travail.	1	2	3	4	5
60. Je manque de confiance en moi.	1	2	3	4	5

61. Je me sens préoccupé, anxieux.	1	2	3	4	5
62. Je perds patience facilement.	1	2	3	4	5
63. Je me sens déprimé, ou " down ".	1	2	3	4	5
64. Je manque d'initiative en général, je suis moins fonceur.	1	2	3	4	5
65. J'ai le sentiment d'être inutile.	1	2	3	4	5
66. Je me sens désintéressé par mon travail.	1	2	3	4	5
67. Je me sens mal dans ma peau.	1	2	3	4	5
68. Je me sens stressé, sous pression.	1	2	3	4	5
69. J'ai tendance à être moins réceptif aux idées (opinions) de mes collègues de travail.	1	2	3	4	5
70. J'éprouve de la difficulté à me concentrer sur quoi que ce soit.	1	2	3	4	5

Voici une série d'énoncés concernant votre superviseur actuel (ou de votre superviseur antérieur si vous n'êtes pas en emploi actuellement). Veuillez indiquer à quelle fréquence votre superviseur adopte (ou a adopté) chacun des comportements suivants. À l'aide de l'échelle de réponse ci-dessous, cochez le chiffre correspondant à votre réponse:

1	2	3	4	5
Pas du tout	Une fois à l'occasion	Parfois	Assez souvent	Fréquemment ou toujours

Dans le cadre du travail, mon superviseur...

71. Me fournit son aide en retour de mes efforts	1	2	3	4	5
72. Réexamine les principaux présupposés pour questionner leur fondement	1	2	3	4	5
73. N'intervient que lorsque les problèmes deviennent sérieux	1	2	3	4	5

74.	Porte attention aux irrégularités, aux erreurs, aux exceptions, et aux écarts par rapport aux normes	1	2	3	4	5
75.	Évite de s'impliquer lorsque des problèmes importants surgissent	1	2	3	4	5
76.	Parle de ses valeurs et convictions les plus importantes	1	2	3	4	5
77.	Est absent(e) quand on a besoin de lui (elle)	1	2	3	4	5
78.	Recherche différents points de vue lorsqu'il/elle résout des problèmes	1	2	3	4	5
79.	Parle avec optimisme de l'avenir	1	2	3	4	5
80.	M'inspire de la fierté de travailler avec lui (elle)	1	2	3	4	5
81.	Spécifie qui est responsable de l'accomplissement des objectifs de performance	1	2	3	4	5
82.	Attend que les choses aillent mal avant d'agir	1	2	3	4	5
83.	Parle avec enthousiasme de ce qui doit être accompli	1	2	3	4	5
84.	Insiste sur l'importance de savoir à quoi contribuent nos actions	1	2	3	4	5
85.	M'encadre, m'accompagne et me guide	1	2	3	4	5
86.	Dit clairement ce qu'on peut s'attendre à recevoir quand les objectifs de performance sont atteints	1	2	3	4	5
87.	Montre qu'il (elle) croit fermement "qu'il ne faut rien changer tant que les choses continuent de fonctionner"	1	2	3	4	5
88.	Va au-delà de son propre intérêt pour le bien de l'équipe	1	2	3	4	5
89.	Me considère comme une personne plutôt que simplement comme un membre de l'équipe	1	2	3	4	5
90.	Montre que les problèmes doivent devenir chroniques avant d'agir	1	2	3	4	5
91.	Accroît mon respect à son égard par ses actes	1	2	3	4	5
92.	Centre toute son attention sur la gestion des erreurs, des plaintes et des échecs	1	2	3	4	5
93.	Tient compte des conséquences morales et éthiques des décisions	1	2	3	4	5
94.	Fait le bilan de toutes les erreurs	1	2	3	4	5
95.	Affiche une image de puissance et de confiance	1	2	3	4	5

96.	Présente une vision convaincante de l'avenir	1	2	3	4	5
97.	Dirige mon attention vers les manquements à la norme	1	2	3	4	5
98.	Evite de prendre des décisions	1	2	3	4	5
99.	Considère que j'ai des besoins, des aptitudes et des aspirations différents des autres	1	2	3	4	5
100.	M'amène à voir les problèmes sous différents angles	1	2	3	4	5
101.	M'aide à développer mes forces	1	2	3	4	5
102.	Suggère de nouvelles façons de voir comment compléter les tâches	1	2	3	4	5
103.	Tarde à répondre aux situations/questions urgentes	1	2	3	4	5
104.	Insiste sur l'importance d'avoir un sentiment partagé de ce qu'on cherche à accomplir	1	2	3	4	5
105.	Exprime sa satisfaction quand je réponds à ses attentes	1	2	3	4	5
106.	Exprime sa confiance dans le fait que les objectifs seront atteints	1	2	3	4	5

PROJET DE RECHERCHE :**BIEN-ÊTRE AU TRAVAIL****QUESTIONNAIRE II**

Le projet de recherche vise à comprendre les liens entre diverses variables qui ont une incidence sur le bien-être au travail. Plus précisément, l'étude vise à vérifier la validité de plusieurs instruments de mesure.

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VOTRE NUMÉRO D'IDENTIFICATION

(les quatre derniers chiffres de votre numéro de téléphone) : _____

IMPORTANT : SVP, veuillez inscrire ici le même numéro que vous avez inscrit pour le questionnaire !

STYLE DE LEADERSHIP DU SUPERVISEUR

Cette section vise à vérifier le style de leadership de votre superviseur actuel (ou de votre superviseur antérieur si vous n'êtes pas en emploi actuellement). Pour chaque énoncé, veuillez indiquer la fréquence des comportements de votre superviseur. Encerclez le chiffre correspondant à votre réponse :

1	2	3	4	5
Jamais	Rarement	Parfois	Souvent	Très souvent

Dans le cadre du travail, mon superviseur...

1. Me ridiculise.	1	2	3	4	5
2. Me dit que mes idées ou mes sentiments sont stupides.	1	2	3	4	5
3. M'ignore.	1	2	3	4	5
4. Me rabaisse devant les autres.	1	2	3	4	5
5. Envahit mon intimité.	1	2	3	4	5
6. Me rappelle mes erreurs et mes échecs passés.	1	2	3	4	5
7. Ne me donne pas le crédit pour l'accomplissement des tâches exigeantes.	1	2	3	4	5
8. Porte le blâme sur moi pour se sortir de l'embarras.	1	2	3	4	5
9. Ne tient pas ses promesses.	1	2	3	4	5

10. Évacue ses frustrations sur moi (m'utilise comme bouc émissaire).	1	2	3	4	5
11. Parle négativement de moi aux autres.	1	2	3	4	5
12. Est brusque avec moi.	1	2	3	4	5
13. Ne me permet pas d'interagir avec mes collègues.	1	2	3	4	5
14. Me dit que je suis incompetent(e).	1	2	3	4	5
15. Me ment.	1	2	3	4	5

BIEN-ÊTRE AU TRAVAIL

Cette section concerne plus directement votre bien-être au travail. À l'aide de l'échelle de réponse ci-dessous, encerclez le chiffre qui correspond le mieux à ce que vous vivez dans votre milieu de travail (ou ce que vous viviez dans votre milieu de travail précédent).

1	2	3	4	5
Presque Jamais	Rarement	La moitié du temps	Fréquemment	Presque toujours

Ces temps-ci, dans mon emploi (ou lors de mon emploi antérieur)...

16. Je suis agressif pour tout et pour rien.	1	2	3	4	5
17. J'ai tendance à m'isoler, à me couper du monde.	1	2	3	4	5
18. J'ai l'impression d'avoir raté ma carrière.	1	2	3	4	5
19. J'éprouve de la difficulté à faire face à mes problèmes.	1	2	3	4	5
20. Je suis facilement irritable, je réagis plutôt mal et/ou avec colère aux commentaires qu'on me fait.	1	2	3	4	5
21. Je n'ai plus le goût de faire quoi que ce soit de plus.	1	2	3	4	5

22. Je me sens dévalorisé, je me sens diminué.	1	2	3	4	5
23. Je suis en conflit avec mes collègues de travail.	1	2	3	4	5
24. J'ai envie de tout lâcher, de tout abandonner.	1	2	3	4	5
25. Je me sens triste.	1	2	3	4	5
26. J'ai l'impression que personne ne m'aime.	1	2	3	4	5
27. Je suis arrogant et même " bête " avec mes collègues de travail.	1	2	3	4	5
28. Je manque de confiance en moi.	1	2	3	4	5
29. Je me sens préoccupé, anxieux.	1	2	3	4	5
30. Je perds patience facilement.	1	2	3	4	5
31. Je me sens déprimé, ou " down ".	1	2	3	4	5
32. Je manque d'initiative en général, je suis moins fonceur.	1	2	3	4	5
33. J'ai le sentiment d'être inutile.	1	2	3	4	5
34. Je me sens désintéressé par mon travail.	1	2	3	4	5
35. Je me sens mal dans ma peau.	1	2	3	4	5
36. Je me sens stressé, sous pression.	1	2	3	4	5
37. J'ai tendance à être moins réceptif aux idées (opinions) de mes collègues de travail.	1	2	3	4	5
38. J'éprouve de la difficulté à me concentrer sur quoi que ce soit.	1	2	3	4	5

Votre sexe :

<input type="checkbox"/>	Femme
<input type="checkbox"/>	Homme

39. Votre groupe d'âge :

<input type="checkbox"/>	18- 29
<input type="checkbox"/>	30-39
<input type="checkbox"/>	40-49
<input type="checkbox"/>	50-60
<input type="checkbox"/>	60 et plus

40. Depuis combien de temps êtes-vous sur le marché du travail? ____ ans et ____ mois

41. Depuis combien de temps travaillez-vous dans cette compagnie/organisation? ____ ans et ____ mois

42. La compagnie/organisation pour laquelle vous travaillez s'inscrit dans quel type d'emploi?

Informatique :

Communications :

Éducation :

Médical/Paramédical :

Services financiers :

Pharmaceutique :

Aérospatiale :

Hôtellerie/Restauration :

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Services juridiques :

Service public (armée, police) :

Fonction publique :

Assurances :

Autre :

s.v.p., veuillez spécifier si autre :

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

<input type="text"/>
<input type="text"/>

43. Depuis combien de temps travaillez-vous sous la direction de votre superviseur actuel? ____
ans et ____ mois

44. Quel est votre niveau de formation (si vous êtes étudiant, veuillez indiquer le diplôme que vous poursuivez)?

<input type="checkbox"/>	Diplôme secondaire
<input type="checkbox"/>	Diplôme collégial
<input type="checkbox"/>	Certificat en formation continue (formation des adultes)
<input type="checkbox"/>	Baccalauréat
<input type="checkbox"/>	Autre

Le questionnaire II est maintenant terminé. Si possible, veuillez remplir le formulaire de feedback à la page suivante. Ensuite, veuillez remettre le tout au membre de l'équipe de recherche. S.V.P., veuillez vous assurer d'avoir identifié le questionnaire par les quatre derniers chiffres de votre numéro de téléphone.

Merci de votre collaboration!

APPENDIX C

MEANS, STANDARD DEVIATIONS AND FREQUENCIES PER ITEM FOR THE EPT-28, SAMPLE 1

Item	Mean	SD	Never/Rarely*	Sometimes	Often/Always*
Blâme les autres pour ses propres erreurs	1.88	1.13	75.9% (n=126)	10.8% (n=18)	13.2% (n=22)
S'attribue le crédit pour le bon travail réalisé par les autres	2.18	1.24	67.5% (n=112)	16.9% (n=28)	15.6% (n=26)
Tire profit de son statut auprès des employés	2.18	1.23	64.8% (n=107)	17.0% (n=28)	18.1% (n=30)
Utilise son autorité ou son statut à des fins personnelles	1.89	1.06	74.1% (n=123)	18.1% (n=30)	7.8% (n=13)
Dévalorise ou diminue ses employés	1.65	0.93	85.5% (n=142)	8.4% (n=14)	6.0% (n=10)
Critique ses employés devant les autres	1.76	0.95	78.9% (n=131)	15.7% (n=26)	5.4% (n=9)
Exagère l'importance des erreurs et faiblesses de ses employés	2.09	1.08	72.5% (n=119)	16.5% (n=27)	11.0% (n=18)
Critique sévèrement ses employés qui font des erreurs	2.16	1.09	71.5% (n=118)	15.8% (n=26)	12.7% (n=21)
Est souvent mécontent de mon travail sans raison apparente	1.66	0.95	85.5% (n=141)	7.9% (n=13)	6.6% (n=11)
Se montre souvent critique à l'égard de mon travail, même si je le fais bien	1.95	1.14	74.7% (n=124)	13.3% (n=22)	12.0% (n=20)
Me réprimande souvent sans que je ne sache pourquoi	1.59	0.95	84.4% (n=140)	9.6% (n=16)	6.0% (n=10)

Item	Mean	SD	Never/Rarely*	Sometimes	Often/Always*
Me tient souvent responsable de choses sur lesquelles je n'ai pas de contrôle	1.70	1.04	81.9% (n=136)	9.0% (n=15)	9.0% (n=15)
Est sympathique et facile d'approche (R)	4.05	0.90	4.8% (n=8)	21.1% (n=35)	74.0% (n=123)
Fait tout ce qui lui est possible pour aider un employé (R)	3.69	1.02	15.1% (n=25)	21.1% (n=35)	63.9% (n=106)
Met ses employés à l'aise lorsque ceux-ci lui parlent (R)	3.84	1.03	10.9% (n=18)	22.6% (n=37)	66.5% (n=109)
Traite ses employés avec considération (R)	3.77	0.92	9.7% (n=16)	21.8% (n=36)	68.5% (n=113)
Veille au bien-être des membres de son équipe (R)	3.67	1.03	12.6% (n=21)	25.9% (n=43)	61.5% (n=102)
Traite tous les membres de l'équipe comme ses égaux (R)	3.33	1.18	25.9% (n=43)	24.1% (n=40)	50.0% (n=83)
Fait de petites choses pour rendre agréable d'être membre de l'équipe (R)	3.28	1.17	28.3% (n=47)	25.9% (n=43)	45.8% (n=76)
Forme ses employés à assumer plus de responsabilité/d'autorité (R)	3.19	1.17	29.1% (n=48)	26.1% (n=43)	44.8% (n=74)
Fait confiance au bon jugement de ses employés (R)	3.77	1.07	13.2% (n=22)	20.5% (n=34)	66.3% (n=110)
Encourage ses employés à s'exprimer lorsqu'ils ne sont pas d'accord avec une décision (R)	3.30	1.09	27.7% (n=46)	22.9% (n=38)	49.3% (n=82)
Encourage l'initiative à l'intérieur de l'équipe (R)	3.68	1.20	19.9% (n=33)	18.1% (n=30)	62.0% (n=103)
Exprime son appréciation lorsqu'un employé fait du bon travail (R)	3.63	1.10	17.5% (n=29)	24.1% (n=40)	58.4% (n=97)
Impose sa solution	2.70	1.27	43.4% (n=72)	29.5% (n=49)	27.1% (n=45)
N'accepte pas qu'on lui dise non	2.44	1.26	58.4% (n=97)	21.7% (n=36)	19.8% (n=33)

Item	Mean	SD	Never/Rarely*	Sometimes	Often/Always*
Exige que les choses se déroulent à sa manière	2.96	1.31	39.3% (n=64)	22.7% (n=37)	38.0% (n=62)
Force l'acceptation de son point de vue	2.76	1.23	41.6% (n=69)	28.3% (n=47)	30.1% (n=50)

*Scale responses "Never" and "Rarely", as well as "Often" and "Always" have been respectively grouped in order to facilitate interpretation of results.

APPENDIX D

INSTRUMENTS USED FOR STUDY 1 (SECOND SAMPLE)

PSY2007-C

LABORATOIRE DE RECHERCHE

Thème : Les styles de leadership et leurs corrélats

QUESTIONNAIRE DE RECHERCHE

SECTION 1 : VOTRE PROFIL

1. Vous êtes :

Un homme

Une femme

2. Quel âge avez-vous?

Moins de 20 ans

20 et 29 ans

30 et 39 ans

40 et 49 ans

50 et 59 ans

60 ans et plus

3. Combien d'enfants à charge avez-vous?

Aucun

Un

Deux

Trois

Quatre

Cinq et plus

4. Jusqu'à quel point vos responsabilités familiales sollicitent-elles de votre énergie?

Pas du tout

Un peu

Modérément

Beaucoup

Énormément

Ne s'applique pas

5. Quel niveau de scolarité le plus élevé avez-vous complété?

Secondaire

Collégial (CEGEP)

Université – premier cycle

Université – cycle supérieur

Autre, spécifiez : _____

6. Quel est votre statut d'emploi?

Régulier à temps partiel

Régulier à temps plein

Occasionnel

Contractuel

7. Combien d'heures travaillez-vous en moyenne par semaine, incluant toutes les tâches connexes?

Moins de 20 heures

20 à 29 heures

30 à 39 heures

40 à 49 heures

50 à 59 heures

60 heures et plus

8. Depuis combien de temps travaillez-vous?

Moins de 6 mois

Entre 6 mois et 11 mois

Entre 1 et 2 ans

Entre 3 et 5 ans

Entre 6 et 10 ans

Entre 11 et 15 ans

Plus de 15 ans

9. Depuis combien de temps travaillez-vous dans votre entreprise actuelle?

Moins de 6 mois

Entre 6 mois et 11 mois

Entre 1 et 2 ans

Entre 3 et 5 ans

Entre 6 et 10 ans

Entre 11 et 15 ans

Plus de 15 ans

10. Depuis combien de temps occupez-vous votre poste actuel?

Moins de 6 mois

Entre 6 mois et 11 mois

Entre 1 et 2 ans

Entre 3 et 5 ans

Entre 6 et 10 ans

Entre 11 et 15 ans

Plus de 15 ans

11. Depuis combien de temps travaillez-vous avec votre supérieur immédiat actuel?

Moins de 6 mois

Entre 6 mois et 11 mois

Entre 1 et 2 ans

Entre 3 et 5 ans

Entre 6 et 10 ans

Entre 11 et 15 ans

Plus de 15 ans

12. Êtes-vous régulièrement en contact avec votre supérieur actuel?

Pas du tout

Une fois à l'occasion

Parfois

Assez souvent

Fréquemment ou toujours

13. Votre supérieur immédiat est :

Un homme

Une femme

14. Gérez-vous du personnel?

Oui

Non

SECTION 2 : VOTRE SUPERIEUR IMMÉDIAT

Les énoncés suivants concernent le style de leadership de votre supérieur immédiat tel que vous le percevez.

Pour chaque énoncé, indiquez à quelle fréquence votre supérieur immédiat adopte chacun des comportements suivants.

Jamais	De temps en temps	Parfois	Assez souvent	Fréquemment, sinon toujours
0	1	2	3	4

Mon supérieur immédiat :

17	Utilise son autorité ou son statut à des fins personnelles.	0	1	2	3	4
18	Tire profit de son statut auprès des employés.	0	1	2	3	4
19	S'attribue le crédit pour le bon travail réalisé par les autres.	0	1	2	3	4
20	Blâme les autres pour ses propres erreurs.	0	1	2	3	4
21	Dévalorise ou diminue ses employés.	0	1	2	3	4
22	Exagère l'importance des erreurs et faiblesses de ses employés.	0	1	2	3	4
23	Critique sévèrement ses employés qui font des erreurs.	0	1	2	3	4
24	Est souvent mécontent de mon travail sans raison apparente.	0	1	2	3	4
25	Se montre souvent critique à l'égard de mon travail, même si je le fais bien.	0	1	2	3	4
26	Me réprimande souvent sans que je ne sache pourquoi.	0	1	2	3	4
27	Me tient souvent responsable de choses sur lesquelles je n'ai pas de contrôle.	0	1	2	3	4
28	Critique ses employés devant les autres.	0	1	2	3	4

SECTION 2 : VOTRE SUPERIEUR IMMÉDIAT

Jamais	De temps en temps	Parfois	Assez souvent	Fréquemment, sinon toujours
0	1	2	3	4

Mon supérieur immédiat :

29	Me fournit son aide en retour de mes efforts.	0	1	2	3	4
30	Réexamine les principes en place pour questionner leur fondement.	0	1	2	3	4
31	N'intervient que lorsque les problèmes deviennent sérieux.	0	1	2	3	4
32	Porte attention aux irrégularités, aux erreurs, aux exceptions, et aux écarts par rapport aux normes.	0	1	2	3	4
33	Évite de s'impliquer lorsque des problèmes importants surgissent.	0	1	2	3	4
34	Parle de ses valeurs et convictions les plus importantes.	0	1	2	3	4
35	Est absent(e) quand on a besoin de lui (elle).	0	1	2	3	4
36	Recherche différents points de vue lorsqu'il/elle résout des problèmes.	0	1	2	3	4
37	Parle avec optimisme de l'avenir.	0	1	2	3	4
38	M'inspire de la fierté de travailler avec lui (elle).	0	1	2	3	4
39	Spécifie qui est responsable de l'accomplissement des objectifs de performance.	0	1	2	3	4
40	Attend que les choses aillent mal avant d'agir.	0	1	2	3	4
41	Parle avec enthousiasme de ce qui doit être accompli.	0	1	2	3	4
42	Insiste sur l'importance de savoir à quoi contribuent nos actions.	0	1	2	3	4
43	M'encadre, m'accompagne et me guide.	0	1	2	3	4

44	Dit clairement ce qu'on peut s'attendre à recevoir quand les objectifs de performance sont atteints.	0	1	2	3	4
45	Montre qu'il (elle) croit fermement "qu'il ne faut rien changer tant que les choses continuent de fonctionner".	0	1	2	3	4
46	Va au-delà de son propre intérêt pour le bien de l'équipe.	0	1	2	3	4
47	Me considère comme une personne plutôt que simplement comme un des membres de l'équipe.	0	1	2	3	4
48	Montre que les problèmes doivent devenir chroniques avant d'agir.	0	1	2	3	4
49	Accroît mon respect à son égard par ses actes.	0	1	2	3	4
50	Centre toute son attention sur la gestion des erreurs, des plaintes et des échecs.	0	1	2	3	4
51	Tient compte des conséquences morales et éthiques des décisions.	0	1	2	3	4
52	Fait le bilan de toutes les erreurs.	0	1	2	3	4
53	Affiche une image de puissance et de confiance.	0	1	2	3	4
54	Présente une vision convaincante de l'avenir.	0	1	2	3	4
55	Dirige mon attention vers les manquements à la norme.	0	1	2	3	4
56	Évite de prendre des décisions.	0	1	2	3	4
57	Considère que j'ai des besoins, des aptitudes et des aspirations qui peuvent être différents des autres.	0	1	2	3	4
58	M'amène à voir les problèmes sous différents angles.	0	1	2	3	4
59	M'aide à développer mes forces.	0	1	2	3	4
60	Suggère de nouvelles façons de concevoir la réalisation des tâches.	0	1	2	3	4
61	Tarde à répondre aux situations/questions urgentes.	0	1	2	3	4

62	Insiste sur l'importance d'avoir une vision partagée de ce qu'on cherche à accomplir.	0	1	2	3	4
63	Exprime sa satisfaction quand je réponds à ses attentes.	0	1	2	3	4
64	Exprime sa confiance dans le fait que les objectifs seront atteints.	0	1	2	3	4

SECTION 6 : VOS SENTIMENTS AU TRAVAIL

Indiquez la réponse qui correspond le mieux à ce que vous vivez dans votre milieu de travail.

Presque jamais	Rarement	La moitié du temps	Fréquemment	Presque toujours
1	2	3	4	5

C'est temps-ci, dans mon emploi :

1	J'ai l'impression d'avoir raté ma carrière.	1	2	3	4	5
2	Je suis agressif pour tout et pour rien.	1	2	3	4	5
3	J'ai tendance à m'isoler, à me couper du monde.	1	2	3	4	5
4	J'éprouve de la difficulté à faire face à mes problèmes.	1	2	3	4	5
5	Je suis facilement irritable, je réagis plutôt mal ou avec colère aux commentaires qu'on me fait.	1	2	3	4	5
6	Je n'ai plus le goût de faire quoi que ce soit de plus.	1	2	3	4	5
7	Je me sens dévalorisé, je me sens diminué.	1	2	3	4	5
8	Je suis en conflit avec mes collègues, mes supérieurs ou mes subordonnés.	1	2	3	4	5
9	J'ai envie de tout lâcher, de tout abandonner.	1	2	3	4	5

10	Je me sens triste.	1	2	3	4	5
11	J'ai l'impression que personne ne m'aime.	1	2	3	4	5
12	Je suis arrogant et même « bête » avec mes collègues, mes supérieurs ou mes subordonnés.	1	2	3	4	5
13	Je manque de confiance en moi.	1	2	3	4	5
14	Je me sens préoccupé, anxieux.	1	2	3	4	5
15	Je perds patience rapidement.	1	2	3	4	5
16	Je me sens déprimé, ou « down ».	1	2	3	4	5
17	Je manque d'initiative en général, je suis moins fonceur.	1	2	3	4	5
18	J'ai le sentiment d'être inutile.	1	2	3	4	5
19	Je me sens désintéressé par mon travail.	1	2	3	4	5
20	Je me sens mal dans ma peau.	1	2	3	4	5
21	Je me sens stressé, sous pression.	1	2	3	4	5
22	J'ai tendance à être moins réceptif aux idées (opinions) de mes collègues, mes supérieurs ou mes subordonnés.	1	2	3	4	5
23	J'éprouve de la difficulté à me concentrer sur quoi que ce soit.	1	2	3	4	5

SECTION 7 : VOTRE ENVIRONNEMENT DE TRAVAIL

Ces énoncés concernent la façon dont vous êtes traités dans votre milieu de travail.

Indiquez la réponse qui correspond le mieux à votre réalité.

	Tout à fait en désaccord 1	Assez fortement en 2	Un peu en désaccord 3	Un peu en accord 4	Assez fortement en accord 5	Tout à fait d'accord 6
1	Vous êtes traité avec respect et dignité.					
2	Vous êtes libre d'utiliser vos compétences comme bon vous semble.					
3	Vous pouvez développer votre potentiel au travail.					
4	Vous avez la marge de manœuvre nécessaire pour faire votre travail.					
5	On vous offre la possibilité de vous perfectionner.					
6	Vous comptez pour l'organisation.					
7	On vous incite à prendre des décisions lorsque cela vous concerne.					
8	Votre travail actuel vous permet de développer vos talents.					
9	Votre contribution est reconnue.					
10	Vous êtes libre d'exécuter votre travail selon votre jugement.					
11	On vous donne l'occasion d'utiliser pleinement vos habiletés.					
12	Vous vous sentez valorisé.					
13	Votre travail actuel est une source d'épanouissement.					

14	Vos droits comme employé sont considérés.	1	2	3	4	5	6
15	Vous pouvez poursuivre les objectifs de performance que vous souhaitez.	1	2	3	4	5	6
16	Des commentaires positifs sont utilisés pour vous inciter à travailler.	1	2	3	4	5	6
17	Vous êtes libre d'agr à votre guise.	1	2	3	4	5	6

APPENDIX E

MEANS, STANDARD DEVIATIONS AND FREQUENCIES PER ITEM FOR THE EPT-12, SAMPLE 2

Item	Mean	SD	Never/Rarely*	Sometimes	Often/Always*
Utilise son autorité ou son statut à des fins personnelles	1.75	1.05	79.5% (n=245)	11.4% (n=35)	9.1% (n=28)
Tire profit de son statut auprès des employés	1.91	1.18	72.7% (n=224)	13.0% (n=40)	14.2% (n=44)
S'attribue le crédit pour le bon travail réalisé par les autres	1.80	1.13	77.6% (n=239)	11.4% (n=35)	11.0% (n=34)
Blâme les autres pour ses propres erreurs	1.65	1.07	81.2% (n=250)	8.8% (n=27)	10.1% (n=31)
Dévalorise ou diminue ses employés	1.66	1.06	80.5% (n=248)	8.8% (n=27)	10.7% (n=33)
Exagère l'importance des erreurs et faiblesses de ses employés	1.84	1.13	76.6% (n=236)	9.1% (n=28)	14.3% (n=44)
Critique sévèrement ses employés qui font des erreurs	1.94	1.20	76.0% (n=234)	7.5% (n=23)	16.6% (n=51)
Critique ses employés devant les autres	1.78	1.18	80.2% (n=247)	5.2% (n=16)	14.6% (n=45)
Est souvent mécontent de mon travail sans raison apparente	1.40	0.83	89.3% (n=275)	6.5% (n=20)	4.2% (n=13)

Item	Mean	SD	Never/Rarely*	Sometimes	Often/Always*
Se montre souvent critique à l'égard de mon travail, même si je le fais bien	1.58	0.98	85.1% (n=262)	6.8% (n=21)	8.1% (n=25)
Me réprimande souvent sans que je ne sache pourquoi	1.26	0.67	93.2% (n=287)	4.2% (n=13)	2.6% (n=8)
Me tient souvent responsable de choses sur lesquelles je n'ai pas de contrôle	1.50	0.92	86.7% (n=267)	7.5% (n=23)	5.8% (n=18)

*Scale responses "Never" and "Rarely", as well as "Often" and "Always" have been respectively grouped in order to facilitate interpretation of results.

APPENDIX F

RESEARCH SURVEYS (TIME 1 AND 2) CONTAINING THE INSTRUMENTS USED FOR STUDY 2

LA SANTÉ ET L'IMPLICATION DES INFIRMIÈRES ET INFIRMIERS AU TRAVAIL



DÉVELOPPÉ PAR :

LE GROUPE DE RECHERCHE SUR LA SANTÉ PSYCHOLOGIQUE

Chercheur principal : André Savoie, Ph.D., professeur titulaire

Luc Brunet, Ph.D., professeur titulaire

Jean-Sébastien Boudrias, Ph.D., professeur agrégé

Denis Morin, Ph.D., professeur agrégé

Marie Alderson, Ph.D., professeure agrégée

Formulaire de consentement

La santé et l'implication des infirmières et infirmiers au travail

Responsable de la recherche :

André Savoie, Ph.D., professeur titulaire - Université de Montréal

A) RENSEIGNEMENTS AUX PARTICIPANTS

1. Objectifs de la recherche

Ce projet vise à mieux comprendre ce qui affecte la santé psychologique des infirmières et infirmiers au travail.

2. Participation à la recherche

Votre participation à cette étude consiste à répondre à un questionnaire comprenant des questions sur vous et votre vie au travail. Cette activité sera d'une durée approximative de 20 minutes.

3. Confidentialité

Les renseignements que vous nous donnerez demeureront strictement confidentiels. Seuls les chercheurs du laboratoire auront accès au contenu du questionnaire. De plus, les renseignements seront conservés de façon sécurisée. Aucune information permettant de vous identifier ne sera publiée. Votre employeur n'aura jamais accès aux données brutes recueillies. Les renseignements personnels seront détruits au plus tard 7 ans après leur obtention et seules les données ne permettant pas de vous identifier pourront être conservées après cette date.

4. Avantages et inconvénients

En participant à cette recherche, vous contribuez à l'avancement des connaissances sur la santé psychologique. Votre participation à la recherche n'implique pas d'inconvénients prévisibles, outre le fait de consacrer du temps à la recherche.

5. Droit de retrait

Votre participation à cette recherche est entièrement volontaire et confidentielle. Vous êtes libre de vous retirer en tout temps, sans préjudice et sans devoir justifier votre décision. Si vous décidez de vous retirer de la recherche, vous pouvez communiquer avec le chercheur principal, au numéro de téléphone indiqué ci-après.

B) CONSENTEMENT

☐ Je déclare avoir pris connaissance des informations ci-dessus, avoir obtenu les réponses à mes questions sur ma participation à la recherche et comprendre le but, la nature, les avantages, les risques et les inconvénients de cette recherche. Après réflexion et un délai raisonnable, je consens librement à prendre part à cette recherche. Je sais que je peux me retirer en tout temps sans préjudice et sans devoir justifier ma décision.

Pour toute question relative à la recherche, ou pour vous retirer de la recherche, vous pouvez communiquer avec M. André Savoie, chercheur principal, au numéro de téléphone suivant : 514-343-2342 ou à l'adresse courriel suivante : andre.savoie@umontreal.ca. Toute plainte relative à votre participation à cette recherche peut être adressée à l'ombudsman de l'Université de Montréal, au numéro de téléphone (514) 343-2100 (l'ombudsman accepte les frais virés) ou à l'adresse courriel ombudsman@umontreal.ca.

Introduction

Nous vous sollicitons pour participer à une étude sur la santé des infirmières et infirmiers au travail qui vous prendra, en moyenne, 20 minutes de votre temps.

Pour vous remercier de votre participation, vous aurez la chance de gagner l'un des 100 prix de 50 \$ qui seront tirés après la semaine des infirmières et infirmiers (le 20 mars 2011). Vous n'avez qu'à remplir le formulaire, à la fin du questionnaire, prévu à cette fin.

Le questionnaire comporte six (6) sections. Nous désirons connaître votre opinion sur les aspects suivants :

1) Votre profil	13 questions
2) Vos comportements au travail	9 questions
3) Vos sentiments au travail	48 questions
4) Votre environnement de travail	17 questions
5) Votre engagement au travail	12 questions
6) Les comportements de votre supérieur immédiat	28 questions

Si vous occupez plus d'un emploi, nous vous demandons de répondre à ce questionnaire en vous situant par rapport à un seul emploi, soit l'emploi pour lequel vous travaillez le plus grand nombre d'heures.

Vos réponses sont totalement confidentielles. Nous vous remercions du temps que vous consacrez à ce questionnaire.

Pour toute question ou commentaire, nous vous invitons à joindre :

André Savoie, Ph.D., professeur titulaire
Chercheur principal
Psychologie du travail et des organisations
Département de psychologie de l'Université de Montréal
Tél. : 514-343-2342
Courriel : andre.savoie@umontreal.ca

*** Le masculin a été utilisé tout au long de ce questionnaire uniquement afin d'alléger la forme du texte.***

1) Votre profil

1) Vous êtes :

- ☐ Une femme
- ☐ Un homme

2) Quel âge avez-vous?

- ☐ 24 ans ou moins
- ☐ 25 à 29 ans
- ☐ 30 à 34 ans
- ☐ 35 à 39 ans
- ☐ 40 à 44 ans
- ☐ 45 à 49 ans
- ☐ 50 à 54 ans
- ☐ 55 à 59 ans
- ☐ 60 à 64 ans
- ☐ 65 ans ou plus

3) Quel niveau de scolarité le plus élevé avez-vous complété?

- ☐ DEC (incl. diplôme d'hôpital)
- ☐ Université - certificat
- ☐ Université - baccalauréat
- ☐ Université - cycles supérieurs

Autre, spécifiez :

4) Quel est votre statut d'emploi?

- ☐ Temps complet
- ☐ Temps partiel
- ☐ Occasionnel

5) Combien d'heures travaillez-vous par semaine, incluant les tâches connexes, dans votre département/unité?

- ☐ Moins de 20 heures
- ☐ 20 à 29 heures
- ☐ 30 à 39 heures
- ☐ 40 à 49 heures
- ☐ 50 à 59 heures
- ☐ 60 heures et plus

6) Depuis combien de temps travaillez-vous pour votre organisation actuelle?

- ☐ Moins de 6 mois
- ☐ Entre 6 et 11 mois
- ☐ Entre 1 et 2 ans
- ☐ Entre 3 et 5 ans
- ☐ Entre 6 et 10 ans
- ☐ Entre 11 et 15 ans
- ☐ Plus de 15 ans

7) Depuis combien de temps occupez-vous votre poste actuel?

- ☐ Moins de 6 mois
- ☐ Entre 6 et 11 mois
- ☐ Entre 1 et 2 ans
- ☐ Entre 3 et 5 ans
- ☐ Entre 6 et 10 ans
- ☐ Entre 11 et 15 ans
- ☐ Plus de 15 ans

8) Depuis combien de temps travaillez-vous avec votre supérieur immédiat?

- ☐ Moins de 6 mois
- ☐ Entre 6 et 11 mois
- ☐ Entre 1 et 2 ans
- ☐ Entre 3 et 5 ans
- ☐ Entre 6 et 10 ans
- ☐ Entre 11 et 15 ans
- ☐ Plus de 15 ans

9) Êtes-vous régulièrement en contact avec votre supérieur immédiat?

- ☐ Pas du tout
- ☐ Une fois, à l'occasion
- ☐ Parfois
- ☐ Assez souvent
- ☐ Fréquemment, sinon toujours

10) Gérez-vous du personnel?

- ☐ Oui
- ☐ Non

11) Combien d'employés travaillent dans votre département/unité de travail?

- ☐ Moins de 5 employés
- ☐ De 6 à 10 employés
- ☐ De 11 à 15 employés
- ☐ De 16 à 20 employés
- ☐ De 21 à 25 employés
- ☐ Plus de 25 employés

12) Dans quel secteur travaillez-vous?

- ☐ Secteur public - CSSS
- ☐ Secteur public - Centre universitaire
- ☐ Secteur public - Centre hospitalier
- ☐ Secteur public - Centre d'hébergement et de soins de longue durée
- ☐ Secteur public - Centre de réadaptation
- ☐ Secteur public - Autres
- ☐ Secteur privé - Agence de placement (à but lucratif)
- ☐ Secteur privé - Clinique médicale (à but lucratif)
- ☐ Secteur privé - Autres (à but lucratif)
- ☐ Secteur privé - Autres (à but non lucratif)
- ☐ Secteur de l'éducation

13) Quel est le quart de travail auquel vous êtes le plus assigné?

- ☐ De jour
- ☐ De soir
- ☐ De nuit

2) Vos comportements au travail

CONSIGNE

Indiquez la réponse qui reflète le mieux votre degré d'accord avec l'énoncé.

Veillez répondre aux énoncés suivants de la même façon que votre supérieur immédiat le ferait s'il avait à vous évaluer, selon l'échelle de réponse suivante :

Selon mon supérieur immédiat :

Tout à fait en désaccord	Assez fortement en désaccord	Un peu en désaccord	Un peu d'accord	Assez fortement d'accord	Tout à fait d'accord
--------------------------	------------------------------	---------------------	-----------------	--------------------------	----------------------

1) Je coopère avec autrui en mettant volontairement de côté mes intérêts personnels au profit de l'équipe.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

2) Je respecte l'esprit et la lettre des règlements organisationnels, même lorsque ceux-ci me semblent peu commodes.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

3) Je prends régulièrement des initiatives qui peuvent aider à atteindre un objectif de l'équipe ou de l'organisation, même si ces actions ne font pas partie de mes responsabilités.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

4) Il m'arrive de faire des tâches

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

même si celles-ci
ne font pas partie
de mes
obligations.

5) Je me fais un
point d'honneur
de féliciter mes
collègues pour le
travail accompli.

☐
☐
☐
☐
☐
☐

6) Je suis à l'affût
d'occasions pour
acquérir de
nouvelles
connaissances et
habiletés.

☐
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☐

CONSIGNE

Veillez répondre aux énoncés suivants de la même façon que votre supérieur immédiat le ferait s'il avait à vous évaluer, selon l'échelle de réponse suivante :

Comment votre supérieur immédiat évaluerait-il :

Très faible

Faible

Moyenne

Grande

Très grande

7) la qualité de votre travail? En
d'autres mots, trouverait-il le résultat
de votre travail parfait, sans erreur et
très précis?

☐
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☐
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☐

8) votre efficacité au travail? En
d'autres mots, quelle serait son
évaluation de la vitesse d'exécution et
de la quantité de travail que vous
accomplissez?

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☐
☐
☐

9) votre performance de travail? En
d'autres mots, estimerait-il que vous
donnez une prestation de travail de
qualité dans les temps requis?

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☐

3) Vos sentiments au travail

Partie 1 de 2

CONSIGNE

Indiquez la réponse qui correspond le mieux à ce que vous vivez dans votre milieu de travail.

Ces temps-ci, dans mon emploi :

	Jamais	Rarement	La moitié du temps	Fréquemment	Presque toujours
1) Je me sens en confiance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Je suis satisfait de mes réalisations, je suis fier de moi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Je suis fonceur, j'entreprends plein de choses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Je me sens équilibré émotionnellement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Je me sens aimé et apprécié.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) J'ai des buts, des ambitions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Je conserve le goût de pratiquer mes loisirs et activités préférés hors travail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Je me sens utile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) J'ai facilement le sourire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Je suis égal à moi-même, naturel, en toutes circonstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) Je suis à l'écoute de mes collègues, mes supérieurs ou mes subordonnés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Je suis curieux, je m'intéresse à toutes sortes de choses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) Je peux faire la part des choses lorsque je suis confronté à des situations complexes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14) Je trouve mon travail excitant et j'ai envie d'en profiter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15) J'ai un équilibre entre mes activités professionnelles, familiales et personnelles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16) Je suis plutôt calme et posé.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OIIQ - Santé au travail

17) Je trouve facilement des solutions à mes problèmes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18) Je suis en bon terme avec mes collègues, mes supérieurs ou mes subordonnés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19) Je travaille avec modération, en évitant de tomber dans les excès.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20) J'ai l'impression de vraiment apprécier mon travail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21) J'ai beaucoup d'humour, je fais facilement rire mes collègues, mes supérieurs ou mes subordonnés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22) Je suis bien dans ma peau, en paix avec moi-même.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23) Je me sens en santé, en pleine forme.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24) Je sais affronter positivement les situations difficiles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25) J'ai un bon moral.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3) Vos sentiments au travail

Partie 2 de 2

CONSIGNE

Indiquez la réponse qui correspond le mieux à ce que vous vivez dans votre milieu de travail.

Ces temps-ci, dans mon emploi :

	Jamais	Rarement	La moitié du temps	Fréquemment	Presque toujours
26) J'ai l'impression d'avoir raté ma carrière.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27) Je suis agressif pour tout et pour rien.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28) J'ai tendance à m'isoler, à me couper du monde.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29) J'éprouve de la difficulté à faire face à mes problèmes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30) Je suis facilement irritable, je réagis plutôt mal ou avec colère aux commentaires qu'on me fait.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31) Je n'ai plus le goût de faire quoi que ce soit de plus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32) Je me sens dévalorisé, je me sens diminué.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33) Je suis en conflit avec mes collègues, mes supérieurs ou mes subordonnés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34) J'ai envie de tout lâcher, de tout abandonner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35) Je me sens triste.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36) J'ai l'impression que personne ne m'aime.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37) Je suis arrogant et même « bête » avec mes collègues, mes supérieurs ou mes subordonnés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38) Je manque de confiance en moi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39) Je me sens préoccupé, anxieux.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40) Je perds patience rapidement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41) Je me sens déprimé, ou « down ».	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OIIQ - Santé au travail

42) Je manque d'initiative en général,
je suis moins fonceur.

☐☐☐☐☐

43) J'ai le sentiment d'être inutile.

☐☐☐☐☐

44) Je me sens désintéressé par mon
travail.

☐☐☐☐☐

45) Je me sens mal dans ma peau.

☐☐☐☐☐

46) Je me sens stressé, sous pression.

☐☐☐☐☐

47) J'ai tendance à être moins réceptif
aux idées (opinions) de mes collègues,
mes supérieurs ou mes subordonnés.

☐☐☐☐☐

48) J'éprouve de la difficulté à me
concentrer sur quoi que ce soit.

☐☐☐☐☐

4) Votre environnement de travail

CONSIGNE

Les énoncés suivants concernent la façon dont vous êtes traités dans votre milieu de travail. Indiquez la réponse qui correspond le mieux à votre réalité.

	Tout à fait en désaccord	Assez fortement en désaccord	Un peu en désaccord	Un peu d'accord	Assez fortement d'accord	Tout à fait d'accord
1) Vous êtes traité avec respect et dignité.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Vous êtes libre d'utiliser vos compétences comme bon vous semble.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Vous pouvez développer votre potentiel au travail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Vous avez la marge de manœuvre nécessaire pour faire votre travail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) On vous offre la possibilité de vous perfectionner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Vous comptez pour l'organisation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) On vous incite à prendre des décisions lorsque cela vous concerne.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Votre travail actuel vous permet de développer vos talents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Votre contribution est reconnue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Vous êtes libre d'exécuter votre travail selon votre jugement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) On vous donne l'occasion d'utiliser pleinement vos habiletés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Vous vous sentez valorisé.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) Votre travail actuel est une source d'épanouissement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14) Vos droits comme employé sont considérés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15) Vous pouvez poursuivre les objectifs de performance que vous souhaitez.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16) Des commentaires positifs sont utilisés pour vous inciter à travailler.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17) Vous êtes libre d'agir à votre guise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5) Votre engagement au travail

CONSIGNE

Quel est votre niveau d'accord avec les énoncés suivants :

Je cherche activement un emploi...

	Totalement en désaccord	Assez fortement en désaccord	Un peu en désaccord	Un peu en accord	Assez fortement en accord	Tout à fait en accord
1) Dans une autre unité (ou service, département, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Dans un autre établissement (hôpital, CLSC, CHSLD, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Dans une autre profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Je pense souvent à quitter...

	Totalement en désaccord	Assez fortement en désaccord	Un peu en désaccord	Un peu en accord	Assez fortement en accord	Tout à fait en accord
4) Mon unité (ou service, département, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Mon établissement (hôpital, CLSC, CHSLD, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Ma profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dès que je peux, je quitte définitivement...

	Totalement en désaccord	Assez fortement en désaccord	Un peu en désaccord	Un peu en accord	Assez fortement en accord	Tout à fait en accord
7) Mon unité (ou service, département, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Mon établissement (hôpital, CLSC, CHSLD, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Ma profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Quelle est votre façon d'envisager l'avenir par rapport à votre emploi.....

	Totalement en désaccord	Assez fortement en désaccord	Un peu en désaccord	Un peu en accord	Assez fortement en accord	Tout à fait en accord
10) Je me mettrai sans doute activement à la recherche d'un autre emploi dans peu de temps.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) J'envisage souvent de démissionner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Un rien (ou presque) pourrait provoquer ma démission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6) Votre supérieur immédiat

CONSIGNE

Les énoncés suivants concernent le style de leadership de votre supérieur immédiat tel que vous le percevez. Pour chaque énoncé, indiquez à quelle fréquence votre supérieur immédiat adopte chacun des comportements suivants.

Mon supérieur immédiat :

	Jamais	De temps en temps	Parfois	Assez souvent	Fréquemment, sinon toujours
1) Dit exactement ce qu'il pense.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Admet ses erreurs lorsqu'il en fait.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Encourage tout le monde à dire ce qu'il pense.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Dit la vérité sans détour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Exprime des émotions reflétant parfaitement ses sentiments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Agit conformément à ses croyances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Prend des décisions en fonction de ses valeurs fondamentales.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Me demande de prendre des positions conformes à mes valeurs fondamentales.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Prend des	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

décisions
difficiles en se
fondant sur des
normes
d'éthique
élevées.

10) Sollicite
des points de
vue qui
bousculent ses
convictions les
plus fermes.

11) Analyse les
données
pertinentes
avant de
prendre une
décision.

12) Écoute
attentivement
les différents
points de vue
avant de
prendre une
décision.

13) Sollicite du
feedback afin
d'améliorer ses
relations avec
les autres.

14) Peut
décrire avec
précision
comment les
autres
perçoivent ses
capacités.

15) Sait quand
il est temps de
réévaluer ses
positions sur
des questions
importantes.

16) Montre
qu'il comprend
comment
certaines
actions
affectent les
autres.

6) Votre supérieur immédiat

Partie 2 de 2

CONSIGNE

Les énoncés suivants concernent le style de leadership de votre supérieur immédiat tel que vous le percevez. Pour chaque énoncé, indiquez à quelle fréquence votre supérieur immédiat adopte chacun des comportements suivants.

Mon supérieur immédiat :

	Jamais	De temps en temps	Parfois	Assez souvent	Fréquemment, sinon toujours
17) Utilise son autorité ou son statut à des fins personnelles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18) Tire profit de son statut auprès des employés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19) S'attribue le crédit pour le bon travail réalisé par les autres.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20) Blâme les autres pour ses propres erreurs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21) Dévalorise ou diminue ses employés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22) Exagère l'importance des erreurs et faiblesses de ses employés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23) Critique
sévèrement
ses employés
qui font des
erreurs.

☐ ☐ ☐ ☐ ☐

24) Est
souvent
mécontent
de mon
travail sans
raison
apparente.

☐ ☐ ☐ ☐ ☐

25) Se
montre
souvent
critique à
l'égard de
mon travail,
même si je
le fais bien.

☐ ☐ ☐ ☐ ☐

26) Me
réprimande
souvent sans
que je ne
sache
pourquoi.

☐ ☐ ☐ ☐ ☐

27) Me tient
souvent
responsable
de choses sur
lesquelles je
n'ai pas de
contrôle.

☐ ☐ ☐ ☐ ☐

28) Critique
ses employés
devant les
autres.

☐ ☐ ☐ ☐ ☐

Participation à un autre sondage

Nous souhaitons mener, dans six (6) mois, la même étude dans le but de suivre l'évolution de votre situation au travail. Cependant, nous avons besoin de votre accord pour solliciter de nouveau.

☐ J'accepte d'être sollicité dans six (6) mois pour répondre, à nouveau, à un sondage.

☐ Je n'accepte pas d'être sollicité dans six (6) mois pour répondre, à nouveau, à un sondage.

Information courriel

Veillez inscrire votre adresse courriel :

Courriel :

Veillez inscrire à nouveau votre adresse courriel :

Courriel :

Tirage

PARTICIPATION AU TIRAGE

Les 500 premières personnes qui remplissent en entier le sondage courent la chance de gagner l'un des 100 prix de 50 \$.

Les prix seront tirés le 20 mai 2011, ce qui clôturera de façon sympathique les semaines de la santé mentale et de l'infirmière et infirmier.

Les gagnants seront avisés par courriel.

Vous désirez participer? Saisissez votre prénom, nom, adresse courriel et votre numéro de téléphone :

Prénom et nom :

Courriel :

Numéro de
téléphone :

Remerciements

Merci d'avoir rempli ce questionnaire!

Cliquez sur le bouton "Terminé" pour mettre fin à la session.

**LA SANTÉ ET L'IMPLICATION DES INFIRMIÈRES ET
INFIRMIERS AU TRAVAIL
(Deuxième sondage)**



DÉVELOPPÉ PAR :

LE GROUPE DE RECHERCHE SUR LA SANTÉ PSYCHOLOGIQUE

Chercheur principal : André Savoie, Ph.D., professeur titulaire

Luc Brunet, Ph.D., professeur titulaire

Jean-Sébastien Boudrias, Ph.D., professeur agrégé

Denis Morin, Ph.D., professeur agrégé

Marie Alderson, Ph.D., professeure agrégée

Formulaire de consentement

La santé et l'implication des infirmières et infirmiers au travail (deuxième sondage)

Responsable de la recherche :

André Savoie, Ph.D., professeur titulaire - Université de Montréal

A) RENSEIGNEMENTS AUX PARTICIPANTS

1. Objectifs de la recherche

Ce projet vise à mieux comprendre ce qui affecte la santé psychologique des infirmières et infirmiers au travail.

2. Participation à la recherche

Votre participation à cette étude consiste à répondre à un questionnaire comprenant des questions sur vous et votre vie au travail. Cette activité sera d'une durée approximative de 20 minutes.

3. Confidentialité

Les renseignements que vous nous donnerez demeureront strictement confidentiels. Seuls les chercheurs du laboratoire auront accès au contenu du questionnaire. De plus, les renseignements seront conservés de façon sécurisée. Aucune information permettant de vous identifier ne sera publiée. Votre employeur n'aura jamais accès aux données brutes recueillies. Les renseignements personnels seront détruits au plus tard 7 ans après leur obtention et seules les données ne permettant pas de vous identifier pourront être conservées après cette date.

4. Avantages et inconvénients

En participant à cette recherche, vous contribuez à l'avancement des connaissances sur la santé psychologique. Votre participation à la recherche n'implique pas d'inconvénients prévisibles, outre le fait de consacrer du temps à la recherche.

5. Droit de retrait

Votre participation à cette recherche est entièrement volontaire et confidentielle. Vous êtes libre de vous retirer en tout temps, sans préjudice et sans devoir justifier votre décision. Si vous décidez de vous retirer de la recherche, vous pouvez communiquer avec le chercheur principal, au numéro de téléphone indiqué ci-après.

B) CONSENTEMENT

☐ Je déclare avoir pris connaissance des informations ci-dessus, avoir obtenu les réponses à mes questions sur ma participation à la recherche et comprendre le but, la nature, les avantages, les risques et les inconvénients de cette recherche. Après réflexion et un délai raisonnable, je consens librement à prendre part à cette recherche. Je sais que je peux me retirer en tout temps sans préjudice et sans devoir justifier ma décision.

Pour toute question relative à la recherche, ou pour vous retirer de la recherche, vous pouvez communiquer avec M. André Savoie, chercheur principal, au numéro de téléphone suivant : 514-343-2342 ou à l'adresse courriel suivante : andre.savoie@umontreal.ca. Toute plainte relative à votre participation à cette recherche peut être adressée à l'ombudsman de l'Université de Montréal, au numéro de téléphone (514) 343-2100 (l'ombudsman accepte les frais virés) ou à l'adresse courriel ombudsman@umontreal.ca.

Introduction

Nous vous sollicitons pour participer à une étude sur la santé des infirmières et infirmiers au travail qui vous prendra, en moyenne, 20 minutes de votre temps.

Pour vous remercier de votre participation, vous aurez la chance de gagner l'un des 100 prix de 50 \$ qui seront tirés. Vous n'avez qu'à remplir le formulaire, à la fin du questionnaire, prévu à cette fin.

Le questionnaire comporte six (6) sections. Nous désirons connaître votre opinion sur les aspects suivants :

1) Votre profil	13 questions
2) Vos comportements au travail	9 questions
3) Vos sentiments au travail	48 questions
4) Votre environnement de travail	17 questions
5) Votre engagement au travail	12 questions
6) Les comportements de votre supérieur immédiat	28 questions

Si vous occupez plus d'un emploi, nous vous demandons de répondre à ce questionnaire en vous situant par rapport à un seul emploi, soit l'emploi pour lequel vous travaillez le plus grand nombre d'heures.

Vos réponses sont totalement confidentielles. Nous vous remercions du temps que vous consacrez à ce questionnaire.

Pour toute question ou commentaire, nous vous invitons à joindre :

André Savoie, Ph.D., professeur titulaire
Chercheur principal
Psychologie du travail et des organisations
Département de psychologie de l'Université de Montréal
Tél. : 514-343-2342
Courriel : andre.savoie@umontreal.ca

*** Le masculin a été utilisé tout au long de ce questionnaire uniquement afin d'alléger la forme du texte.***

1) Votre profil

1) Vous êtes :

- ☐ Une femme
- ☐ Un homme

2) Quel âge avez-vous?

- ☐ 24 ans ou moins
- ☐ 25 à 29 ans
- ☐ 30 à 34 ans
- ☐ 35 à 39 ans
- ☐ 40 à 44 ans
- ☐ 45 à 49 ans
- ☐ 50 à 54 ans
- ☐ 55 à 59 ans
- ☐ 60 à 64 ans
- ☐ 65 ans ou plus

3) Quel niveau de scolarité le plus élevé avez-vous complété?

- ☐ DEC (incl. diplôme d'hôpital)
- ☐ Université - certificat
- ☐ Université - baccalauréat
- ☐ Université - cycles supérieurs

Autre, spécifiez :

4) Quel est votre statut d'emploi?

- ☐ Temps complet
- ☐ Temps partiel
- ☐ Occasionnel

5) Combien d'heures travaillez-vous par semaine, incluant les tâches connexes, dans votre département/unité?

- ☐ Moins de 20 heures
- ☐ 20 à 29 heures
- ☐ 30 à 39 heures
- ☐ 40 à 49 heures
- ☐ 50 à 59 heures
- ☐ 60 heures et plus

6) Depuis combien de temps travaillez-vous pour votre organisation actuelle?

- ☐ Moins de 6 mois
- ☐ Entre 6 et 11 mois
- ☐ Entre 1 et 2 ans
- ☐ Entre 3 et 5 ans
- ☐ Entre 6 et 10 ans
- ☐ Entre 11 et 15 ans
- ☐ Plus de 15 ans

7) Depuis combien de temps occupez-vous votre poste actuel?

- ☐ Moins de 6 mois
- ☐ Entre 6 et 11 mois
- ☐ Entre 1 et 2 ans
- ☐ Entre 3 et 5 ans
- ☐ Entre 6 et 10 ans
- ☐ Entre 11 et 15 ans
- ☐ Plus de 15 ans

8) Depuis combien de temps travaillez-vous avec votre supérieur immédiat?

- ☐ Moins de 6 mois
- ☐ Entre 6 et 11 mois
- ☐ Entre 1 et 2 ans
- ☐ Entre 3 et 5 ans
- ☐ Entre 6 et 10 ans
- ☐ Entre 11 et 15 ans
- ☐ Plus de 15 ans

9) Êtes-vous régulièrement en contact avec votre supérieur immédiat?

- ☐ Pas du tout
- ☐ Une fois, à l'occasion
- ☐ Parfois
- ☐ Assez souvent
- ☐ Fréquemment, sinon toujours

10) Gérez-vous du personnel?

- ☐ Oui
- ☐ Non

11) Combien d'employés travaillent dans votre département/unité de travail?

- ☐ Moins de 5 employés
- ☐ De 6 à 10 employés
- ☐ De 11 à 15 employés
- ☐ De 16 à 20 employés
- ☐ De 21 à 25 employés
- ☐ Plus de 25 employés

12) Dans quel secteur travaillez-vous?

- ☐ Secteur public - CSSS
- ☐ Secteur public - Centre universitaire
- ☐ Secteur public - Centre hospitalier
- ☐ Secteur public - Centre d'hébergement et de soins de longue durée
- ☐ Secteur public - Centre de réadaptation
- ☐ Secteur public - Autres
- ☐ Secteur privé - Agence de placement (à but lucratif)
- ☐ Secteur privé - Clinique médicale (à but lucratif)
- ☐ Secteur privé - Autres (à but lucratif)
- ☐ Secteur privé - Autres (à but non lucratif)
- ☐ Secteur de l'éducation

13) Quel est le quart de travail auquel vous êtes le plus assigné?

- ☐ De jour
- ☐ De soir
- ☐ De nuit

2) Vos comportements au travail

CONSIGNE

Indiquez la réponse qui reflète le mieux votre degré d'accord avec l'énoncé.

Veillez répondre aux énoncés suivants de la même façon que votre supérieur immédiat le ferait s'il avait à vous évaluer, selon l'échelle de réponse suivante :

Selon mon supérieur immédiat :

	Tout à fait en désaccord	Assez fortement en désaccord	Un peu en désaccord	Un peu d'accord	Assez fortement d'accord	Tout à fait d'accord
1) Je coopère avec autrui en mettant volontairement de côté mes intérêts personnels au profit de l'équipe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Je respecte l'esprit et la lettre des règlements organisationnels, même lorsque ceux-ci me semblent peu commodes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Je prends régulièrement des initiatives qui peuvent aider à atteindre un objectif de l'équipe ou de l'organisation, même si ces actions ne font pas partie de mes responsabilités.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Il m'arrive de faire des tâches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

même si celles-ci
ne font pas partie
de mes
obligations.

5) Je me fais un
point d'honneur
de féliciter mes
collègues pour le
travail accompli.

☐ ☐ ☐ ☐ ☐ ☐

6) Je suis à l'affût
d'occasions pour
acquérir de
nouvelles
connaissances et
habiletés.

☐ ☐ ☐ ☐ ☐ ☐

CONSIGNE

Veillez répondre aux énoncés suivants de la même façon que votre supérieur immédiat le ferait s'il avait à vous évaluer, selon l'échelle de réponse suivante :

Comment votre supérieur immédiat évaluerait-il :

Très faible	Faible	Moyenne	Grande	Très grande
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7) la qualité de votre travail? En
d'autres mots, trouverait-il le résultat
de votre travail parfait, sans erreur et
très précis?

☐ ☐ ☐ ☐ ☐

8) votre efficacité au travail? En
d'autres mots, quelle serait son
évaluation de la vitesse d'exécution et
de la quantité de travail que vous
accomplissez?

☐ ☐ ☐ ☐ ☐

9) votre performance de travail? En
d'autres mots, estimerait-il que vous
donnez une prestation de travail de
qualité dans les temps requis?

☐ ☐ ☐ ☐ ☐

3) Vos sentiments au travail

Partie 1 de 2

CONSIGNE

Indiquez la réponse qui correspond le mieux à ce que vous vivez dans votre milieu de travail.

Ces temps-ci, dans mon emploi :

	Jamais	Rarement	La moitié du temps	Fréquemment	Presque toujours
1) Je me sens en confiance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Je suis satisfait de mes réalisations, je suis fier de moi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Je suis fonceur, j'entreprends plein de choses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Je me sens équilibré émotionnellement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Je me sens aimé et apprécié.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) J'ai des buts, des ambitions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Je conserve le goût de pratiquer mes loisirs et activités préférés hors travail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Je me sens utile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) J'ai facilement le sourire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Je suis égal à moi-même, naturel, en toutes circonstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) Je suis à l'écoute de mes collègues, mes supérieurs ou mes subordonnés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Je suis curieux, je m'intéresse à toutes sortes de choses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) Je peux faire la part des choses lorsque je suis confronté à des situations complexes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14) Je trouve mon travail excitant et j'ai envie d'en profiter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15) J'ai un équilibre entre mes activités professionnelles, familiales et personnelles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16) Je suis plutôt calme et posé.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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17) Je trouve facilement des solutions à mes problèmes.

☐☐☐☐☐

18) Je suis en bon terme avec mes collègues, mes supérieurs ou mes subordonnés.

☐☐☐☐☐

19) Je travaille avec modération, en évitant de tomber dans les excès.

☐☐☐☐☐

20) J'ai l'impression de vraiment apprécier mon travail.

☐☐☐☐☐

21) J'ai beaucoup d'humour, je fais facilement rire mes collègues, mes supérieurs ou mes subordonnés.

☐☐☐☐☐

22) Je suis bien dans ma peau, en paix avec moi-même.

☐☐☐☐☐

23) Je me sens en santé, en pleine forme.

☐☐☐☐☐

24) Je sais affronter positivement les situations difficiles.

☐☐☐☐☐

25) J'ai un bon moral.

☐☐☐☐☐

3) Vos sentiments au travail

Partie 2 de 2

CONSIGNE

Indiquez la réponse qui correspond le mieux à ce que vous vivez dans votre milieu de travail.

Ces temps-ci, dans mon emploi :

	Jamais	Rarement	La moitié du temps	Fréquemment	Presque toujours
26) J'ai l'impression d'avoir raté ma carrière.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27) Je suis agressif pour tout et pour rien.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28) J'ai tendance à m'isoler, à me couper du monde.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29) J'éprouve de la difficulté à faire face à mes problèmes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30) Je suis facilement irritable, je réagis plutôt mal ou avec colère aux commentaires qu'on me fait.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31) Je n'ai plus le goût de faire quoi que ce soit de plus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32) Je me sens dévalorisé, je me sens diminué.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33) Je suis en conflit avec mes collègues, mes supérieurs ou mes subordonnés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34) J'ai envie de tout lâcher, de tout abandonner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35) Je me sens triste.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36) J'ai l'impression que personne ne m'aime.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37) Je suis arrogant et même « bête » avec mes collègues, mes supérieurs ou mes subordonnés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38) Je manque de confiance en moi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39) Je me sens préoccupé, anxieux.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40) Je perds patience rapidement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41) Je me sens déprimé, ou « down ».	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OIIQ - Santé au travail (Nov. 2011)

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 42) Je manque d'initiative en général, je suis moins fonceur. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 43) J'ai le sentiment d'être inutile. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 44) Je me sens désintéressé par mon travail. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 45) Je me sens mal dans ma peau. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46) Je me sens stressé, sous pression. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 47) J'ai tendance à être moins réceptif aux idées (opinions) de mes collègues, mes supérieurs ou mes subordonnés. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 48) J'éprouve de la difficulté à me concentrer sur quoi que ce soit. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4) Votre environnement de travail

CONSIGNE

Les énoncés suivants concernent la façon dont vous êtes traités dans votre milieu de travail. Indiquez la réponse qui correspond le mieux à votre réalité.

	Tout à fait en désaccord	Assez fortement en désaccord	Un peu en désaccord	Un peu d'accord	Assez fortement d'accord	Tout à fait d'accord
1) Vous êtes traité avec respect et dignité.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Vous êtes libre d'utiliser vos compétences comme bon vous semble.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Vous pouvez développer votre potentiel au travail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Vous avez la marge de manœuvre nécessaire pour faire votre travail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) On vous offre la possibilité de vous perfectionner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Vous comptez pour l'organisation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) On vous incite à prendre des décisions lorsque cela vous concerne.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Votre travail actuel vous permet de développer vos talents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Votre contribution est reconnue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Vous êtes libre d'exécuter votre travail selon votre jugement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) On vous donne l'occasion d'utiliser pleinement vos habiletés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Vous vous sentez valorisé.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) Votre travail actuel est une source d'épanouissement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14) Vos droits comme employé sont considérés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15) Vous pouvez poursuivre les objectifs de performance que vous souhaitez.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16) Des commentaires positifs sont utilisés pour vous inciter à travailler.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17) Vous êtes libre d'agir à votre guise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5) Votre engagement au travail

CONSIGNE

Quel est votre niveau d'accord avec les énoncés suivants :

Je cherche activement un emploi...

	Totalement en désaccord	Assez fortement en désaccord	Un peu en désaccord	Un peu en accord	Assez fortement en accord	Tout à fait en accord
1) Dans une autre unité (ou service, département, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Dans un autre établissement (hôpital, CLSC, CHSLD, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Dans une autre profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Je pense souvent à quitter...

	Totalement en désaccord	Assez fortement en désaccord	Un peu en désaccord	Un peu en accord	Assez fortement en accord	Tout à fait en accord
4) Mon unité (ou service, département, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Mon établissement (hôpital, CLSC, CHSLD, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Ma profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dès que je peux, je quitte définitivement...

	Totalement en désaccord	Assez fortement en désaccord	Un peu en désaccord	Un peu en accord	Assez fortement en accord	Tout à fait en accord
7) Mon unité (ou service, département, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Mon établissement (hôpital, CLSC, CHSLD, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Ma profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Quelle est votre façon d'envisager l'avenir par rapport à votre emploi.....

	Totalement en désaccord	Assez fortement en désaccord	Un peu en désaccord	Un peu en accord	Assez fortement en accord	Tout à fait en accord
10) Je me mettrai sans doute activement à la recherche d'un autre emploi dans peu de temps.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) J'envisage souvent de démissionner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Un rien (ou presque) pourrait provoquer ma démission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6) Votre supérieur immédiat

Partie 1 de 2

CONSIGNE

Les énoncés suivants concernent le style de leadership de votre supérieur immédiat tel que vous le percevez. Pour chaque énoncé, indiquez à quelle fréquence votre supérieur immédiat adopte chacun des comportements suivants.

Mon supérieur immédiat :

	Jamais	De temps en temps	Parfois	Assez souvent	Fréquemment, sinon toujours
1) Dit exactement ce qu'il pense.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Admet ses erreurs lorsqu'il en fait.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Encourage tout le monde à dire ce qu'il pense.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Dit la vérité sans détour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Exprime des émotions reflétant parfaitement ses sentiments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Agit conformément à ses croyances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Prend des décisions en fonction de ses valeurs fondamentales.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Me demande de prendre des positions conformes à mes valeurs fondamentales.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Prend des	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

décisions
difficiles en se
fondant sur des
normes
d'éthique
élevées.

10) Sollicite
des points de
vue qui
bousculent ses
convictions les
plus fermes.

11) Analyse les
données
pertinentes
avant de
prendre une
décision.

12) Écoute
attentivement
les différents
points de vue
avant de
prendre une
décision.

13) Sollicite du
feedback afin
d'améliorer ses
relations avec
les autres.

14) Peut
décrire avec
précision
comment les
autres
perçoivent ses
capacités.

15) Sait quand
il est temps de
réévaluer ses
positions sur
des questions
importantes.

16) Montre
qu'il comprend
comment
certaines
actions
affectent les
autres.

6) Votre supérieur immédiat

Partie 2 de 2

CONSIGNE

Les énoncés suivants concernent le style de leadership de votre supérieur immédiat tel que vous le percevez. Pour chaque énoncé, indiquez à quelle fréquence votre supérieur immédiat adopte chacun des comportements suivants.

Mon supérieur immédiat :

	Jamais	De temps en temps	Parfois	Assez souvent	Fréquemment, sinon toujours
17) Utilise son autorité ou son statut à des fins personnelles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18) Tire profit de son statut auprès des employés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19) S'attribue le crédit pour le bon travail réalisé par les autres.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20) Blâme les autres pour ses propres erreurs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21) Dévalorise ou diminue ses employés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22) Exagère l'importance des erreurs et faiblesses de ses employés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23) Critique
sévèrement
ses employés
qui font des
erreurs.

☐☐☐☐☐

24) Est
souvent
mécontent
de mon
travail sans
raison
apparente.

☐☐☐☐☐

25) Se
montre
souvent
critique à
l'égard de
mon travail,
même si je
le fais bien.

☐☐☐☐☐

26) Me
réprimande
souvent sans
que je ne
sache
pourquoi.

☐☐☐☐☐

27) Me tient
souvent
responsable
de choses sur
lesquelles je
n'ai pas de
contrôle.

☐☐☐☐☐

28) Critique
ses employés
devant les
autres.

☐☐☐☐☐

Tirage

PARTICIPATION AU TIRAGE

**Les 500 premières personnes qui remplissent en entier le sondage
courent la chance de gagner l'un des 100 prix de 50 \$.**

Les gagnants seront avisés par courriel.

Vous désirez participer? Saisissez votre prénom, nom, adresse

courriel et votre numéro de téléphone :

Prénom et nom :

Courriel :

No de tél. :

Remerciements

Merci d'avoir rempli ce questionnaire!

Cliquez sur le bouton "Terminé" pour mettre fin à la session.

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